



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CASTLE HILL MIDDLE SCHOOL

DBN (i.e. 01M001): 11X127

Principal: HARRY SHERMAN

Principal Email: HSHERMA@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Harry Sherman	*Principal or Designee	
Gail Anderson	*UFT Chapter Leader or Designee	
Marie Plaisr	*PA/PTA President or Designated Co-President	
Carlos Moray	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Bryant Jackson	Member/ CSA	
Doris Vives	Member/ UFT	
Courtney Waggenspack	Member/ UFT	
Zena FLora	Member/ Parent	
Angel Duran	Member/ Parent	
Yvonne Robinson	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 11X127

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	745	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	4	# SETSS	18	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2013-14)					
# Visual Arts	29	# Music	29	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	78.6%	% Attendance Rate		91.5%	
% Free Lunch	99.9%	% Reduced Lunch		0.1%	
% Limited English Proficient	15.0%	% Students with Disabilities		14.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American		31.0%	
% Hispanic or Latino	42.2%	% Asian or Native Hawaiian/Pacific Islander		24.0%	
% White	1.8%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	7.18	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	3.6%	% Teaching Out of Certification		14.6%	
% Teaching with Fewer Than 3 Years of Experience	34.6%	Average Teacher Absences		7.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	21.6%	Mathematics Performance at levels 3 & 4		23.1%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		37.7%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	88.9%	Mathematics Performance at levels 3 & 4		95.7%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

The strength of our 2012-2013 SCEP was that goals were aligned to citywide instructional expectations, Quality Review feedback and expectations, school Report Card areas for improvement, and common core learning standards, and we met the majority of our goals.

We met Goal #1:

By 2013, 75% of teachers will improve one level in competency 3b in their final observation as per the Danielson Framework's Ineffective-Developing-Effective-Highly Effective scale. Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation in the area of competency 3b of Charlotte Danielson's Framework for Teaching.

We met Goal #3:

All teachers will develop goals for student outcomes based on quarterly, teacher team developed assessments aligned to the CCLS, and monitor progress towards goals with a school wide tracking spreadsheet. Teachers will participate in collaborative teams to develop common assessments aligned to the CCLS, align curriculum and practice, monitor progress, and revise practice according to student data. Protocols will be developed such that meetings are one hundred percent teacher driven.

We partially met Goal #4:

Further develop school wide PBIS program to support the development of social and emotional health for all students.

Measurable Objective:

By June 2013 we will demonstrate improvement in the area of Engagement and Safety and Respect in the Learning Environment Survey by .2.

Our target objectives are:	2012 result	Goal for 2013
Engagement	7.1	7.3
Safety and Respect	6.9	7.1

We met Goal #5:

The school will increase outcomes in the area of communication on the Learning Environment Survey by .2 points.

Our target objective is:	2012 result	2012 City wide average	Goal for 2013
Communication	6.8	7.1	7.0

Communication will be improved, facilitated and monitored through the implementation of Engrade online grading book and focus on reciprocal communication.

Describe the areas for improvement in your school's 12-13 SCEP.

The area for improvement from our 2012-2013 SCEP is that we did not meet Goal #2:

By June 2013, across subject areas and grades, a minimum of 75% of students including Hispanic students, SWD's, ELLs, and low income students will improve at least one level (on a common rubric) in their use of evidence in their essays between the fall and the spring as measured by CCLS aligned tasks that measure the same standards and skills.

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

The barriers and challenges we encountered while developing and implementing our 2012-2013 SCEP were that the new format required learning new expectations. All goals had to be aligned to major recommendations and tenets, which required familiarizing with these and being comfortable with how they related to each other. Also, action plans could better define actionable timelines for monitoring of progress.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Our 2012-2013 SCEP was successfully implemented to the degree that action plans were successfully aligned with school practice. That is, it was a "living document" in that goals and action plans reflected the true priorities and practices of the learning community while also reflecting the requirements of being aligned to major recommendations and tenets, resulting in 4 out of the 5 goals being completely or partially met.

For goal #1, Observation data showed that out of 50 teachers, 40 made progress of at least one level on the HEDI scale in the area of Questioning and Discussion Techniques.

For goal #2, student tracking data shows that we did not meet this goal. About 60% of students improved one full rubric grade in the area of using evidence to support a central idea or claim in their writing.

For goal #3, records show that all teachers engaged students in goal setting and tracked student progress using the school wide data tracking spreadsheet. All teachers participated in weekly teacher team meetings led by teachers.

For goal #4, School Environment Survey Data from 2012-2013 shows that we partially met this goal: Our Survey score for Engagement was 7.3 . Our survey score for Safety and Respect was 7.0.

For goal #5, School Environment Survey Data from 2012-2013 shows that we met this goal: Our Survey score for Communication was 7.7.

Were all the goals within your school's 12-13 SCEP accomplished?

	Yes	X	No
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If all the goals were not accomplished, provide an explanation.

One of our goals on our 2012-2013 SCEP was for 75% of students to improve one full rubric grade in the area of using evidence to support a central idea or claim in their writing. Our data indicates that about 60% of all students accomplished this goal.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated barriers and challenges in developing and implementing our 2013-2014 SCEP are as follows:

An anticipated barrier is that one goal requires a separate area of growth for each department (although related to the same common core competency across ELA, Social Studies and Science). This will require developing strategies to monitor progress across all four core curriculum areas.

Another anticipated barrier is that one goal involves engaging 75% of parents in reciprocal communication through an online grading tool. This will require developing strategies to facilitate households without sophisticated access to online communication having the ability to access this resource in a genuine way.

List the 13-14 student academic achievement targets for the identified sub-groups.

Our 13-14 student academic achievement targets for the identified subgroups are as follows:

Hispanic Students, Students With Disabilities, English Language Learners and Economically Disadvantaged Students: 75% of students will improve one rubric grade based on Common Core Writing Standard 1 (using evidence to support central ideas or claims in essays) in ELA and in the content areas.

75% of students will improve one rubric grade in Math Standard for Practice 3, Construct Viable Arguments and critique the reasoning of others.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate openly with staff and the learning community about goals, strategies and progress through School Leadership Meetings, Parent Association Meetings, teacher team meetings, email, letters home.

Describe your theory of action at the core of your school's SCEP.

At the core of our SCEP is the theory that change comes through collaboration and shared ownership. If leadership is fostered in capacity builders and all staff, students and the parent community so that vision, initiative, strategies and work are generated from all constituents, then student learning outcomes will improve.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for implementing our theory of action lies in goals and action plans that address process based outcomes as well as performance based outcomes, and that focus on the investment and contribution of all constituents rather than just school leaders and capacity builders.

List the key elements and other unique characteristics of your school's SCEP.

Process and Performance aspects to goals.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have a highly motivated and capable staff which through teacher teams, professional collaboration, training, committee participation and initiative leadership have developed leadership characteristics across the board. This distributive leadership is the foundation for our approach to school improvement.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

As per the 2011-2012 Quality Review Report recommendation:

Improve teachers’ utilization of classroom level assessments and checks for understanding so adjustments to instruction meet student's needs. (2.2)

Checks for understanding are uneven across classrooms. Exit slips, teacher questioning and writing for understanding were evident in some classrooms and allowed teachers to address student’s errors and misunderstandings. For example, in a math lesson, the teacher asked a student to demonstrate her work on the board and the class engaged in correcting her errors. However, in other classrooms, students were disengaged particularly during long periods of teacher directed lessons or read alouds. Opportunities for adjusting instruction in a timely manner were limited.

Review Type:	Quality Review	Year:	2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	X	2.3 Systems and structures for school development
2.2 School leader’s vision		2.5 Use of data and teacher mid-management effectiveness
2.4 School leader’s use of resources		

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of teachers will improve one level in competency 3d and one competency of their own choosing as per the Danielson Framework’s HEDI scale, through observations, self and peer reflection, student work/data, and feedback to effectively evaluate growth.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy 1:

Deepen the school community’s understanding of high-quality teaching through Professional Development on competency 3d, “Assessment in Instruction,” from Charlotte Danielson’s *Framework for Teaching*, in order to improve outcomes for all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. Teachers will participate in at least 8 hours of professional development throughout the 2013-2014 school year on Assessment in Instruction strategies, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other’s practice, inter visitation and collaborative planning, and developing personal development plans.

Strategy 2:

Norm staff understanding of effective practice in the area of Assessment in Instruction, aligned to competency 3d of Danielson’s Framework for Teaching so that 75% of teaching and administrative staff agree with expert rating, in order to improve outcomes for all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students.

Teachers will also identify an area for growth based on formal and informal observations, professional reflections and peer collaboration. Professional development activities will include peer inter-visitiation, Network Professional Development, Professional Reflection, and coaching.

Strategy 3:

Principals and assistant principals will visit each teacher's classroom at least 4 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to competency 3d and an area of the individual teacher's choice, in order to improve outcomes for all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. Teachers will engage in individual goal setting and progress monitoring meetings with Administrators focused on making one level of progress in performance on competency 3d and an area of the teacher's choice.

2. Key personnel and other resources used to implement each strategy/activity

1

The Math Coach, Literacy Coach, Peer Instructional Coaches, Demonstration Teachers, Lead Teacher, Principal, Assistant Principals and instructional leads will coordinate and present professional development activities, inter visitations, and collaborative planning sessions throughout the year. An AUSSIE consultant will also provide job-embedded professional development to ELA teachers of all subgroups, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students.

Teacher Effectiveness ambassador from the Teacher Improvement Fund grant will provide additional professional development activities in the area of Using Questioning and Discussion, as an area highly identified by teachers for improved growth.

2

All teachers and administrators will participate in the norming activities. Administration will lead the norming professional development activities.

3

All teachers will participate in the observation cycle, which will be facilitated by the Principal and Assistant Principals.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1

In November teachers will anonymously peer reflect on a video of their practice. In March we will do an interim peer facilitated self reflection to monitor progress and in June a final one. We will track the amount of job embedded professional development being provided to all staff. We will assess at mid-year whether we are on track to meet our target, and focus professional development support based on data..

2

In November staff members will watch a peer video and collaboratively rate according to Danielson 3d. Following professional development and self assessment activities throughout the year, we will watch an expert rated video as a staff in May and rate blindly. All teaching and administrative staff will review the rubric together and discuss how they came to their rating. Staff will then see the expert rating, and reflect on the reasons for the given rating according to the rubric.

3

Administration and teachers will collaboratively set a baseline and goal for progress, and track progress throughout the year, focusing on formative feedback to improve practice. Administration will refine the observation process throughout the year with teacher feedback through professional development surveys in January and April.

4. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014

3. September 2013 – June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- To support Professional Development and collaboration activities: Teacher Team meetings on Tuesdays. Weekly Common Planning periods. Professional Development Days (Election Day, Chancellor's Day). Two Saturday Professional Development Retreats paid per session. Lunch and Learn Professional Development series: Four Fridays in January and February.
 - To support time for norming: Two Teacher Team meetings on Tuesdays. Professional Development Days (Election Day, Chancellor's Day).
 - To Support time to debrief on observations and set baselines and track progress: Professional and prep periods.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On the 2013 School Progress Report, MS 127 scored a B in Student Performance with 23.1% of students at proficiency in Math and 21.6% of students proficient in ELA, and a B on Student Progress. 11X127 did not meet AYP in 2012 in Math and ELA for Hispanic and Latino students, for Students with Disabilities, for Limited English Proficient Students and for Low Income Students.

As per the 2011-2012 Quality Review Report recommendation:

Ensure that classroom teaching strategies and questioning techniques are consistently and strategically differentiated in order to ensure all students are engaged in higher levels of thinking. (1.2)

Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, across subject areas and grades, a minimum of 75% of students including Hispanic students, SWD's, ELLs, and low income students will improve at least one level (on a common rubric) on CCLS aligned tasks in the area of Using Evidence to support Claims and Central Ideas in ELA, Social Studies and Science, and in Constructing Viable Arguments and Critiquing the Reasoning of Others in Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All English, science, and social studies teachers, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, will implement two Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and "to

support claims using valid reasoning and relevant and sufficient evidence.” (W.6-8.1) Math teachers will develop units that require students to construct viable arguments for constructed response assessments, as well as critique the reasoning of others through peer assessment.

- After participating in two three hour professional development sessions about Common Core-aligned, evidence-based essay-writing and constructing arguments units (including grading these assessments using common rubrics), teachers will collaboratively plan units that develop students’ capacity, including of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, in the targeted areas.
- All content area teachers collaborate and plan together at weekly teacher team meetings, and weekly common preps are built into the weekly program for all grade and content area teachers to allow for additional collaboration.
- Teachers will use Title I Priority/Focus School SWP funded per session time for additional collaborative unit and lesson planning aligned to CCLS and priority standards, ensuring the development and use of classroom based instructional scaffolds and school support structures to maximize entry points for all learners.
- In the common planning, teacher inquiry team, and collaborative planning sessions teachers will:
 - Develop imbedded assessments and rubrics with universal access points aligned to the CCLS priority standard of citing appropriate textual evidence to support claims in all content areas and construct viable arguments in mathematics while critiquing the reasoning of others.
 - Develop units and lessons aligned with the CCLS using student performance data generated by common assessments
 - Norm student work and make data transparent, to drive CCLS based instruction, through the development and implementation of individualized student goal setting, progress monitoring and reflection sheets, as well as collection and analysis of data on a school wide tracking spreadsheet.
 - Share best practices, particularly aligned to Danielson 3b and 3d in planning of lessons and units
 - Adjust teacher practice based on the emerging data to address the needs of specific students
- Units will be further implemented during Expanded Learning Time for students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students on 14 Fridays for two hours per session and 14 Saturdays for three hours per session from November through March funded by Title I Priority/Focus School SWP.
- All student instruction will be based on a common grade and content level curriculum based on Universal Design for Learning; appropriate scaffolds and access points will be created to support Hispanic Students, English Language Learners, Students with Disabilities and Low Income students.

B. Key personnel and other resources used to implement each strategy/activity

- All English, Science, Social Studies and Math teachers will implement two of these writing units to their students by April 2013.
- Along with the Literacy coach/Peer Instructional Coach and the additional literacy based Peer Instructional Coach, an AUSSIE Literacy Consultant is working with ELA teachers throughout the course of the 2013 -2014 school year to strengthen the delivery of literacy instruction and increase teacher capacity. This consultant also works with ESL teachers to develop best practices in unit design and scaffolds for language development.
- The Lead Teacher for Science collaborates with and mentors Science teachers, particularly in the area of implementing common core writing in the content area for Science.
- The Math coach/Peer Instructional coach and Math Demonstration Teacher collaborate with and mentor math teachers to create and develop strategies to increase student learning outcomes.
- The Social Studies Demonstration Teacher support Social Studies literacy in the content area strategies for unit implementation.
- All administration participates in the development of common core aligned units and assessments.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- All content area teachers will conduct baseline assessments that they plan collaboratively to determine student proficiency and next steps, planning differentiation strategies and scaffolds that target student learning needs.
- All content area teachers will set goals with students based on baseline assessment results (September-October) and monitor student progress through quarterly conference meetings, documented in Student Assessment Portfolio’s (SAP’s)
- Using a tracking spreadsheet drawn from ATS, progress of students in targeted skill areas and standards will be monitored by grade, class, and specifically progress of Hispanic students, Students With Disabilities, English Language Learners, and low income students, by monitoring the baseline and interim assessments.
- Administration will meet with all teachers to review data and goals to collaboratively devise strategies and support to meet goals and monitor progress at mid-year meetings (February), particularly progress and plans for Hispanic students, SWDs, ELLs, and low income students.
- Specific classroom strategies for populations and students not showing progress will be addressed in inquiry teacher team meetings. Additionally, students and populations, particularly Hispanic Students, SWDs, ELLs and low income students not making progress will be targeted for additional AIS services including AIS, extended day, Friday and Saturday expanded learning time.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher Team meetings on Tuesdays to support Professional Development and collaboration activities. Weekly common Planning periods and after school collaborative planning time. Extended day sessions targeting students scoring a 1 or 2 on NYS common core assessments. 14 Friday tutoring and Saturday tutoring targeting students scoring a 1 or 2 on NYS common core assessments and Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. 10 teachers and 1 supervisor for 14 Friday sessions for 2 hours, totaling 280 teacher per session hours and 28 supervisor per session hours. 10 teachers for 14 Saturday sessions for 3 hours, totaling 420 teacher per session hours and 1 teacher for 14 Saturdays for 4 hours totaling 56 supervisor per session hours.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2011-2012 Quality Review Report recommendation:

Implement consistent protocols across teacher teams so that inquiry work effectively improves school wide instructional practice and further impact student achievement. (4.2)

- o Teacher inquiry teams meet every week to discuss student work, analyze progress within a unit of study and discuss teaching strategies. While one team clearly focused on looking at student work, another team engaged in discussions that were broader around the need for planning time and making decisions about potential topics for lunch and learns. Additionally, teachers relied primarily on an assistant principal or coach to direct this work. Across teams, meeting structures and protocols are inconsistent and do not typically result in clear decisions about next steps in supporting student progress, thus preventing teachers from consistently making instructional adjustments that address student needs.

Review Type:	Quality Review	Year:	2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Building on goal #2, by November 2013 all teachers will collaboratively develop goals with individual students, including Hispanic students, SWD's, ELLs, and low income students, for student outcomes based on quarterly, teacher team developed assessments aligned to the CCLS, and by January 2014 monitor progress towards goals with a school wide tracking spreadsheet and individual student tracking in Student Assessment Portfolios for each subject area's targeted area for growth. The process aspect of this goal develops capacity and enacts our theory of action of collaboration and shared ownership to accomplish the performance aspect of goal #2.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- To facilitate teachers developing appropriate student goals aligned to CCLS based assessments that will improve student performance outcomes for all students, including Hispanic Students, Students With Disabilities, English Language Learners, and Economically Disadvantaged Students, teachers will administer common core aligned assessments and focus particularly on norming and identifying individual performance in the targeted rubric areas of using evidence and constructing viable arguments.
- On a quarterly basis students will be engaged in identifying and reflecting on their performance in these areas, and focusing on identifying goals and strategies for improvement based on teacher feedback aligned to common core rubrics and based on collaborative norming. Performance on these categories will be recorded in a school wide data tracking sheet as well as in individual Student Assessment Portfolios in each content area. Following each assessment teachers will focus on trends in performance in the specific rubric area of using evidence and constructing viable arguments, and identify instructional strategies to support gaps in performance and understanding for individuals.
- Schoolwide, following each assessment school leaders and teachers will reflect on school wide trends to identify areas for growth, particularly with Hispanic Students, Students With Disabilities, English Language Learners, and Economically Disadvantaged Students.

B. Key personnel and other resources used to implement each strategy/activity

- All teachers will participate in teacher inquiry teams, common planning and collaborative planning sessions. Support in the development and implementation of inquiry cycle frameworks and teacher team protocols will be facilitated by the Principal, Assistant Principals, Lead Teacher, Math and Literacy Coach, and instructional leads who will participate in weekly curriculum team meetings to plan and coordinate supports.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers will reflect on protocols and strategies for teacher teams and inquiry cycle quarterly.
- Administration will monitor teacher data binders and student portfolios at mid-year meetings, for 100% participation in data protocols by teachers.
- In weekly Curriculum Team meetings instructional leads, coaches and administration will monitor progress of Teacher Teams through CCLS aligned curriculum maps, assessment calendar, and professional development survey feedback.
- Teacher teams and curriculum team will use cumulative student performance data by departmental CCLS aligned assessments to assess impact of teacher inquiry teams and collaboration on student learning.
- Monitoring of sign in sheets for teacher's weekly common planning period for 100% compliance.
- Monitoring of sign- in sheets for teacher's per session planning period.
- Monitoring of work product to ensure alignment to the CCLS and that pedagogical practices are aligned to the Danielson Framework.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly Teacher Team meetings on Tuesdays to support use of data and instructional practices and collaboration activities. Weekly Common Planning periods and after school Collaborative Planning Sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	X	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF Inquiry Teams	PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Using the data from the 2012-13 Learning Environment Survey, on a scale of 1-10 we scored below the city average in the area of Engagement, and Safety and Respect.

	MS 127	City	Goal for 2014				
Engagement	7.3	7.7	7.7				
Safety and Respect	7.0	7.7	7.7				
Review Type:	Learning Environment Survey	Year:	2013	Page Number:	1	HEDI Rating:	NA

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Develop partnership with Teacher's College Institute for Urban and Minority Education and Theatre for a New Audience to support implementation of Participatory Action Research, so that by June 2014 90% of students, including Hispanic students, SWD's, ELLs, and low income students, develop and complete a community based participatory action research project, and experience a student production of an adapted Shakespeare play.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Social Studies teachers will collaborate with each other and staff from the Institute for Urban and Minority Education to develop a Participatory Action Research project for all students to be implemented between January 2014 and June 2014. Students, including Hispanic students, SWD's, ELLs and low income students, will focus on how they can identify an issue in their community and through research identify strategies to affect positive change.
- Students will have to follow through on a strategy to positively affect the community issue they have identified in some form, and write a paper in which they incorporate research, evidence and reflection as a response to their PAR project.
- Select students will participate in a presentation at Columbia University with other PAR program participants, broadening their confidence and vision for participating on the collegiate academic arena.
- By participating in a Participatory Action Research project, students will be more engaged in the learning community and develop greater responsibility for the level of Safety and Respect in their community as well as a deeper understanding of their efficacy. By facilitating this project teachers will also be critical agents in supporting that ownership. This aligns to our theory of action of shared ownership and collaboration.
- Two targeted classes will work with resident artists from Theatre for a New Audience from November 2013 to April 2014 to analyze and develop adapted scenes from a Shakespeare play.
- Students will prepare a student production for May 2014 to expose all students, including Hispanic students, SWD's, ELLs and low income students, to Shakespeare.
- All students, including Hispanic students, SWD's, ELLs and low income students will read at least one scene from the Shakespear play and write a response to literature comparing the adaptation to the original.
- By participating in the production and reflection students will be more engaged in the learning community and develop more global attitudes about the benefit of college and career readiness through the arts.

B. Key personnel and other resources used to implement each strategy/activity

- Social Studies Teachers and the Assistant Principal overseeing the Social Studies Department will work with personnel from Teacher's College to implement the program.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- In January 2013 we will give an interim school environment survey to students to assess the state of engagement and safety and respect. Following participation in the PAR activity and the TFANA production, we will administer another survey in June 2014 to students to assess the impact of the program on attitudes and perceptions about engagement, safety and respect. We will compare this to the change in data from the 2012-2013 Learning Environment Survey to the 2013-2014 Learning Environment Survey.

D. Timeline for implementation and completion including start and end dates

- November 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher Team Meetings on Tuesday and weekly Common Planning Time for Social Studies Teachers. Monthly Youth Development meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2011-2012 Quality Review Report recommendation:

Refine the process for evaluating the alignment and coherence between the use of data tools, teacher teamwork and the sharing of performance data with students and families to increase student learning. (5.2)

o The school has a variety of tools to analyze student work and performance. In addition to the comprehensive excel spreadsheet on student performance; teachers and students frequently refer to Engrade, an electronic tool for sharing student progress on class work, homework and unit tests. Families also have some access to Engrade. However, there is no yet an effective system for evaluating the effectiveness of the various data tools or the consistency of their use by students and families. As a result, there is a limited coherence of practices around the use of the data and how families can understand students' next learning steps.

Using the data from the 2012-2013 Learning Environment Survey, on a scale of 1-10 we scored slightly below the city average in the area of Communication.

Communication	MS127 result 7.7	City 8.1	Goal for 2014 8.1
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Review Type:	Quality Review	Year:	2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Further develop use of Engrade online grading and parent communication tool, so that 75% of parents, including parents of Hispanic students, SWD's, ELLs, and low income students, engage in reciprocal communication with a classroom teacher using the system by June 2014.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will maintain up to date performance information for all students, including Hispanic students, SWD’s, ELLs and low income students on Engrade, the online grading system. Teachers and school administrators will communicate to parents their ability to use Engrade to monitor student progress and to communicate with teachers, providing a convenient avenue for ongoing parent-teacher reciprocal communication.
- Parents will be encouraged to use Engrade in letters home, phone calls, emails and through parent-teacher conferences, including September meet the teacher night (SBO in lieu of faculty conference) and extended parent-teacher conferences for students scoring a 1 or 2 on the state common core assessments in ELA and Math.
- Quarterly parent workshops will be provided on accessing and using Engrade using the mobile Ipad technology lab with support from the Parent Coordinator and Engrade coordinator. Workshops will cover the topics of signing in, navigating Engrade, sending and receiving notices. Workshops include translation services in Spanish and Bangla, and incorporate extra time for targeted individual support based on parent need.
- Parents will be supported in gaining library cards to use public internet access, as well as using the school technology lab and parent coordinator’s office with her present to access Engrade.

B. Key personnel and other resources used to implement each strategy/activity

- The Engrade coordinator and parent coordinator will work with all teachers to ensure that Engrade is being utilized by all teachers.
- The parent coordinator will provide the parent workshops with the ENgrade coordinator quarterly using the Ipad mobile technology lab.
- Principal will send monthly notices of ENgrade availability.
- All teachers will provide information for parent access to Engrade during Meet the Teacher Night and Parent Teacher Conferences.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Following the implementation of Engrade, reminders will be sent monthly by newsletter and weekly by parent coordinator email.
- Observed and documented changes in parent participation on Engrade will be monitored by the Engrade coordinator monthly to monitor progress towards the goal of at least 75% of parents participating in reciprocal communication.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. September 2013 meet the teacher night (SBO in lieu of faculty conference) where teachers, administration and the parent coordinator will provide information on Engrade.
2. Extended parent-teacher conferences for students scoring a 1 or 2 on the state common core assessments in ELA and Math where teachers will provide access and support in Engrade.
3. Quarterly workshops in the library using the Ipad mobile technology lab for Engrade training.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments	X PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading, close reading, scaffolded writing, project based learning.	Small group tutoring	During small group classes during the day, during extended day, during after school and weekend sessions.
Mathematics	Guided work, use of manipulatives, concrete operations support, project based learning.	Small group tutoring	During small group classes during the day, during extended day, during after school and weekend sessions.
Science	Guided practice on projects, content area reading and assignments, writing, project based learning.	Small group tutoring	During the school day and extended day
Social Studies	Guided practice on projects, content area reading and assignments, writing, project based learning.	Small group tutoring	During the school day and extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Instructional assimilation, crises intervention, mediation, substance abuse prevention and intervention, coping strategies, ant-bullying.	Small group, whole class, one to one.	During the school day.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Our strategies for recruitment are to promote our school identity as one that supports the whole child with a challenging, compassionate and collaborative atmosphere. We will solicit the best candidates using the DOE systems such as the New Teacher Finder, Hiring and Recruitment Fairs, and the Open Market Transfer System. We will rigorously interview multiple candidates for every position and have the most qualified perform a demonstration lesson. As we are identifying the most highly qualified candidates we will also be exposing them to our high standards for practice and professionalism. Candidates will be given the opportunity to participate in a learning community that values the vision of all participants and provides an opportunity to grow professionally. Thus prospective teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters.

Our strategies for retention will be to foster professional engagement through programmed Teacher Team Meetings, common prep planning time, collaborative planning sessions and professional development retreats. These teachers will look at and respond to needs expressed in student work, deepen understanding of the CCLS, develop units of study, collaboratively lesson plan, and develop social-emotional student support strategies. Effective instructional strategies will be shared and supported. Additionally, better ways of meeting the needs of students and staff will be sought and implementation of these strategies will be planned. These practices will demonstrate to staff that they are valued professionals.

Our strategies for assignments will be for teachers to be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. While teachers will be assigned to programs that align to their certification and expertise, they will also be given the opportunity to define their role in the learning community through this shared ownership.

Our strategies for support are that teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers, Principals, Assistant Principals, Para Professionals and staff are supported through professional development that enable all students to meet CCSS by a variety of means:

Children's First Network PD on CCSS
Consultant Support on CCSS (AUSSIE, Urban Institute for Minority Education)
Teachers Incentive Fund support
PD provided by central offices
Internal PD
Collaborative study and reflection

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Intent and Purpose programs are met through consolidated funds because school efforts typically go far above and beyond the resources provided for targeted programs in programs that support all students, including supports required of targeted programs. For example, programs and guidance in violence prevention, instructional counseling, positive behavior intervention supports, substance abuse prevention and intervention support, bullying prevention and intervention, parental training and support, are often covered under targeted programs but such supports are provided to the entire learning community.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers develop assessments directly and develop the assessment strategy for their department collaboratively in teacher team meetings. Teachers are supported in assessment development by the lead teacher, literacy and math coach and peer instructional coaches.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

I. General Expectations

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Castle Hill Middle School 127 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - parents and families of students will be provided with the opportunities to participate in school-based planning committees, and in School Leadership Teams.
 - Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
 - Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee

2. The Castle Hill Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
 - Orientation meetings will be held to present the overall goals of our, as well as, the goals of the cohorts, grades and classes.

3. The Castle Hill Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment and Online Grading Tools such as Engrade and ARIS for the parents and family members.
- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. The Castle Hill Middle School 127 will coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. The Castle Hill Middle School 127 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers, and Parent Coordinator.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.
- Providing translation to help parents who have limited English proficiency.
- Conducting outreach activities for new parents and non-English speaking parents.

6. The Castle Hill Middle School 127 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - The parents will be provided with workshops that address the content areas, school, district and regional level.
 - The parents will be provided with Professional development to enable all children to meet the City and State performance standards.
 - The parents will be provided with materials and supplies.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
 - Providing life skill workshops
 - After school Parent Committee
 - Providing Parenting Workshops targeting needs of Adolescent learners
 - Providing Common Core Math support workshops including online resources
 - ARIS support has been and will continue to be provided
 - Providing support in the use of Engrade
 - Providing Common Core literacy support workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Encouraging parents and staff to network and communicate with each other.
 - Providing guidance and expectations in the use of Engrade for reciprocal communication.
 - Providing evening assemblies, weekend festivals and events, functions and school concerts, which can foster participation by the parents and school personnel together.
- d. The school will take the following action to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in the language the parents can understand:
- Parents will be notified through a monthly calendar, letters, emails, auto-calls and flyers as to the date and time of meetings and workshops to address parent programs and Instructional activities.
 - Letters are available in other translations if needed.
 - Telephone Numbers are also available for parent to contact the school and Parent Coordinator if need be.
 - Parent Bulletin Board located in the mail lobby is updated on a daily bases and displays; monthly school calendar, monthly school menu, information on parent/student resources, notices of workshops and upcoming events at school or at other locations, monthly CEC meeting notices.
 - Parent Coordinator sends out weekly/bi-weekly emails with important dates and information.
 - Parents receive monthly “Parent Newsletter” sent home with students and emailed by the Parent Coordinator.
 - The Department of Education Translation & Interpretation Unit is used by the Parent Coordinator, Pupil Accounting Secretary and Medical Room staff when needed.
 - Upon registration the Parent Coordinator meets with the parent of the incoming student, providing information about the school and other resources.
 - Upon registration of an ELL student, the Parent Coordinator and Assistant Principal meet with the parent for an ELL Parent Orientation. Providing the parent with “ELL Parent Information Packet” and ELL Parent information video is viewed at the time.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

In addition to the above described Parent Involvement Policy, Castle Hill Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.
- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.
- Provide access and support to online grading tools to increase reciprocal communication and parental exposure and involvement with student progress
- Provide access to community resources such as computer training, health services, and English as a Second Language services based on availability.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA executive board ratification. This policy was adopted by the Castle Hill Middle School 127 in January 2014 and will be in effect for the period of the 2013-2014 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 10, 2014.

School - Parent Compact

2013-2014

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2013-2014.

Required School-Parent Compact Provisions

SCHOOL RESPONSIBILITIES

The Castle Hill Middle School 127 will:

- In order to help achieve the 2013-2014 SCEP goals #2 and #3, School Administrators will:
 - Provide families with periodic information on school based assessments
 - Provide families with resources to understand the importance of assessments for college and career readiness
 - Provide families with guidance and support in accessing school resources to increase student performance

- In order to help achieve the 2013-2014 SCEP goals #2 and #3, Teachers will:
 - Provide families with specific feedback on student performance on school based assessments
 - Provide families with specific resources to prepare for school based assessments
 - Provide families with specific feedback to improve skills based on student performance on school based assessments
 - As indicated in Danielson's Principale 1: Provide performance that demonstrates knowledge of content and pedagogy in order to better engage their learners
- In order to help achieve the 2013-2014 SCEP goal #5, Teachers and administration will:
 - Provide multiple notices of Engrade workshops and access
 - Provide numerous accessible workshops on Engrade usage
 - Provide targeted support on Engrade access and usage issues and needs
 - Provide up to date student performance data on Engrade
 - Provide access to technology to support Engrade usage
- Additionally teachers and administration will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - the establishment of smaller learning communities through the formation of cohorts
 - provide students and parents with the dates of city-wide and statewide assessments and preparation opportunities
 - provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
 - AIS committee to review and make recommendations for services for at risk students
 - provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
 - provide SAPIS intervention on an as need basis
 - Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
 - provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
 - classroom instruction in the Point of Entry Model provides for whole class, small group, and independent work
 - provide Castle Hill Middle School Handbook to all students
 - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
 - IEP meetings with parents of Special Education students (on-going)
 - meetings with Grade 8 students and their parents to discuss graduation requirements and high school programs/options available
 - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
 - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
 - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress
 - student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Section Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily
 - meetings between parents and members of the child's cohort can be arranged to discuss progress
 - the Attendance Office notifies parents if a child is absent or late twice in one week via weekly mailings
 - the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
 - bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
 - letters notifying parents if their student is not making adequate yearly progress and is in danger of not being promoted to the next grade and/or graduating
 - provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.

- Cohort Meetings (all students)
 - Grade Meetings (all students)
 - IEP reviews (Special Education students)
 - ELL meetings (English Language Learners)
 - special programs as communicated via letters and the school's monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
 - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
 - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
-
- provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - parents may contact the Parent Coordinator and volunteer their services to the school via the Learning Leader's program
 - make arrangements with teachers to assist during class trips
 - make arrangements with the Assistant Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
 - Honors and Awards Assemblies
 - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances
 - Encourage attendance to extra-curricular events

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- In order to help achieve the 2013-2014 SCEP goal #5:
 - Retrieve my Engrade log in information
 - Attend an Engrade training session
 - Use Engrade to monitor my child's performance
 - Communicate with my child's teachers about my child's performance using Engrade
- Support my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school
 - monitoring attendance and punctuality
 - Update parent contact information (blue card) as soon as any changes occur.
 - talking with my child about his/her school activities everyday
 - scheduling daily homework time
 - providing an environment conducive for study
 - making sure that homework is completed
 - monitoring the amount and type of television my children watch
 - monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- volunteering in my child's school
- participating, as appropriate, in decisions relating to my children's education

- promoting positive use of my child’s extra-curricular activities
- participating in school activities on a regular basis
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
- reading and discussing with my child everyday
- communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
- modeling respect for the cultural differences of others
- Supporting teacher efforts by promoting good study habits
- Staying informed about their child's education and communicating with the school
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- working with the school and supporting the school’s discipline policy
- supporting the school’s uniform policy
- expressing high expectations and offering praise and encouragement for achievement
- Monitor online grading tools and communicate with teachers on student progress monitoring

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve academic achievement and achieve the State’s high standards. Specifically, we will:

- In order to help achieve the 2013-2014 SCEP goal # 3:
 - Set a specific goal for improvement on a standard based skill in every class, every quarter
 - Reflect on performance on specific tasks that measure these skills every quarter
 - Identify how to improve in these skills and work at our plan
- In order to help achieve the 2013-2014 SCEP goal #4:
 - Identify an area for community improvement
 - Come up with a plan to make a difference in the community in that area
 - Reflect quarterly on progress in this project
- come to school on time, ready to do our best and to be the best
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions
- participate in class discussions and activities
- be honest and respect the rights and possessions of others
- follow the school’s and class’ rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility

- use appropriate language within the school community
- follow the school's and specific grade's dress code
- ask for help when we don't understand something
- do our homework everyday and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes everyday outside of school time
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading

- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested

- access online grading tools such as Engrade and ARIS to take personal responsibility for progress monitoring

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 127
School Name Castle Hill Middle School 127		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Harry Sherman	Assistant Principal Jennifer Brooks
Coach David Soares	Coach type here
ESL Teacher Bella Giustino	Guidance Counselor type here
Teacher/Subject Area Joshua Mateo/Science	Parent type here
Teacher/Subject Area Sabrin Abedin/ ESL	Parent Coordinator Isa Tejada
Related Service Provider type here	Other Dores Vives/ Spanish
Network Leader(Only if working with the LAP team) type here	Other Elaine Gonzalez

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	752	Total number of ELLs	115	ELLs as share of total student population (%)	15.29%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Bangla, Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	2	2					6
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							2	2	2					6
self-contained									2					2
Total	0	0	0	0	0	0	4	4	6	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	13
SIFE	19	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	18

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	69	18	0	12	1	0	13	0	2	94
Dual Language										0
ESL	6	0	4	9	0	4	6	0	3	21
Total	75	18	4	21	1	4	19	0	5	115
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali							25	31	17					73
Spanish							13	17	20					50
SELECT ONE														0
TOTAL	0	0	0	0	0	0	38	48	37	0	0	0	0	123

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	4					12
Chinese														0
Russian														0
Bengali							3		1					4
Urdu														0
Arabic							2							2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	8	7	6	0	0	0	0	21

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	15	9					37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							8	10	9					27
Advanced (A)							16	23	10					49
Total	0	0	0	0	0	0	37	48	28	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	7	0	0	22
7	25	6	1	0	32
8	17	3	3	0	23
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	13	8	7	0	3	0	0	0	31
7	14	15	2	8	0	4	0	0	43
8	8	14	2	2	1	3	0	0	30
NYSAA Bilingual (SWD)	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As a school wide community, we use Fountas and Pinnell to assess the early literacy skills of ELL's. Students were WRAPPED during the first marking period and we found that the majority of the ELL students are reading well below their grade level. The WRAP results show us that we must continue to differentiate instruction and address students' individual deficiencies. We will continue staff development which fosters best practices on how to educate ELL students. We will continue to teach strategies as we address various learning styles, conferencing with individual students to determine strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA, Math, Social Studies and Science department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessments, teachers develop a new plan of action to ensure that students continue to make progress towards their goal. We continue to find more effective ways to assess and teach early literacy skills to meet the varying needs of all ELL's.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a result of the NYSESLAT data for the 2012-2013 school year, the majority of students were advanced in proficiency levels across grade levels but scored in the level 1 or 2 range on the NYS ELA and Math Exams. However, according to this year's incoming ELL students LABR scores, the majority of our ELL's are scoring at the beginner level of proficiency. The NYSESLAT Modality report was not available. When we receive this information it will be analyzed and used to guide instruction.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of November 15th, the RNMP report was not functioning.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

According to the 2012-2013 NYS Testing data, the majority of our ELL's were level ones across grade levels. In both Math and ELA there are no Level 4's. No statistically significant data was noted in regards to higher performance amongst students who took the Math Exam in their Native Language. Those results were not surprising given the data collected from the LAB Spanish and teachers running records revealed that the majority of students were not literate in their native language. Currently we do not use any ELL Periodic Assessments, but plan to in the future therefore b and c are not applicable. We do however administer quarterly tasks in each content area. The results of our departmental quarterly tasks suggest across the board that ELL students need more support with writing mechanics, structure and organization.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A as our school services grades 6-8

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use a variety of strategies and methods to ensure that students' second language development is always at the fore front of instructional decision making and planning. Teachers focus on strategies that maximize students' exposure and practice in the four modalities of reading, writing, speaking and listening. Teachers continue to focus on differentiated instruction, vocabulary development and higher order questioning.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ELL team and AIS team work in conjunction with the curriculum team and administration in evaluating the performance of ELL's throughout the year at AIS and ESL bi-monthly meetings. The ESL department monitors the performance of ELL's through

the assessment cycle during weekly teacher meetings (TM).

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. Upon registration and/or enrollment, Mrs. Brooks (ESL Assistant Principal), an ESL teacher or an ELL registration trained pedagogue will meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), which is translated in nine languages. Parents complete the form to show what language the child speaks at home. If the parent speaks Spanish a trained pedagogue who can speak Spanish conducts the interview. If the parent speaks Bangla, pedagogues who can speak Bangla will conduct the interview. If the parent speaks Arabic, a pedagogue who can speak Arabic will help conduct the interview. If the parent(s) speaks other languages, the school will request a translator through the DOE phone translation unit, to assist parents in completing the HLIS.

Once the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered to eligible students within the first ten days of initial enrollment. Students that score below proficiency level on the LAB-R become eligible for state-mandated services for English Language Learners (ELL).

Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance. This will aid in determining language dominance for instructional planning in providing bilingual or ESL services.

Depending on the LAB-R results the school will send an entitlement letter to the parents/guardians of each student who is eligible for ESL services. A copy of the Entitlement Letter will be placed both in the students' cumulative record and the ESL compliance binder.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Following notification of their child's eligibility for ELL services, parents will be provided with information about program choices during a parent orientation.
 - During orientation parents will be informed of the three instructional models available in NYC regardless of whether the preferred model is currently not offered in the school.
 - The parents of newly enrolled ELL students will view the parent orientation video. The video explains the three program options. The video is available in thirteen languages.
 - Once parents are informed of the three program options, the school will supply the parent with the Parent Survey & Program Selection Form. On this form parents will indicate their program choice.
 - Once we receive the completed form from the parent indicating their program choice selection, the information is then entered in the ATS (ELPC) screen. We enter the parent's first choice regardless if the program is provided at our school or not.
 - Copies of the Parent Selection Form are made and placed both in the students' cumulative record and the ELL Compliance Binder, which will be accessible for the State and City audit reviews.
 - Within ten days of enrollment, the ELL students will be placed in the parent's program of choice.
 - o If the parent's choice is available at the school, the student will be placed immediately and a full schedule will be provide to the student.

- o If the parent's choice is not available in the school, the parent will be notified that the choice that they choose is not available. The parent will be given the option to either keep the child enrolled and placed in a program that is available, or to transfer the child to a different school where the parents' choice is available. We provide parents with a list of schools that offer various TBE or Dual Language programs.
 - o If the parent chooses to transfer the child, the Office of English Language Learners will be contacted. While the student awaits the transfer, the student will be placed temporarily in an ESL program.
 - Every effort will be made to ensure that the Parent Survey and Program Selection Form be completed.
 - A placement letter will be sent to the parents once the child's program has been determined.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3. The Assistant Principal along with the ESL Coordinator sends letters home with the students via backpack. If the letter is not returned, then a follow-up call is made to the parents. If no avail then a certified letter is sent home. If after all exhaustive measures are made and the forms are still not returned then the student is placed in the program of default which is Transitional Bilingual as per the Commissioner's Regulation Part 154.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
4. When a student enters, the New York City DOE, for the first time an informal interview is conducted by a licensed trained pedagogue. A home language identification survey in the native language will be given to the parent to fill out and the trained pedagogue will assist the parent as part of the general intake procedure. If the HLIS indicates that a language other than English is spoken at the child's home, the child is administered the LAB-R to determine the English proficiency level. If the child is deemed limited LEP by the LAB-R, then he/she becomes eligible for ELL service. The parents are then sent an entitlement letter and notified of their child's placement. Parents then come to the school and view the parent orientation video and select complete the Parent Survey/Program Selection Form. This form is given in the native language and interpreters are provided by teachers who speak the same home language or by the DOE phone interpretation unit.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
5. All four parts of the NYSESLAT are administered separately by their Bilingual or ESL teachers. Our ELL students are provided time extensions (time and a half) and are also given separate location within the school building that is free from disturbances. ELL students also utilize their glossaries which provide only direct translations of words. These scaffolds are provided in order to avoid high anxiety levels among the students and to help support them academically.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
6. After reviewing the Parent Survey and Program Selection forms for the past few years the overwhelming majority (60%) of parents chose transitional bilingual for their children, which is the rationale for our school opening two transitional bilingual educational programs (Spanish and Bangla) for our school. Therefore, MS127 is in alignment with Parent Program requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
For the 2013-2014 school year, MS 127 offers English Language Learners in grades six through eight, grade wide, mixed proficiency ability, Transitional Bilingual Education classes in Spanish and Bangla and Free Standing ESL with pull out services for all other identified students whose home language is not English. We have one mixed proficiency ability, Transitional Bilingual Education class per language, per grade (one TBE Bangla 6th grade class, one TBE Spanish 6th grade class, one TBE Bangla 7th grade class, one TBE Spanish 7th grade class, one TBE Bangla 8th grade class, one TBE Spanish 8th grade class.) ELL students in the six and seventh grade who are not in the transitional bilingual classes are placed in heterogeneously grouped general education classes and receive pull out services by a certified ESL teacher for their mandated minutes of instruction according to their LAB-R/NYSSELAT proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Transitional Bilingual Education Classes:

All of our grade level, mixed proficiency ability, TBE classes are taught ESL by their certified ESL teacher for 8 periods a week totally 360 minutes of ESL instruction for all students. This ensures that beginning and intermediate level students are receiving their mandated 360 minutes of ESL instruction and advanced students are receiving their mandated 180 minutes of ESL instruction as well as their mandated 180 minutes of ELA instruction.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, students at the beginning level of English proficiency will receive content area instruction in the Native Language and English with a 60/40 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the intermediate level of English proficiency will receive content area instruction in the Native Language and English with a 50/50 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the advanced level of English proficiency will receive content area instruction in the Native Language and English with a 25/75 balance that gradually increases the English Language instruction according to students' needs and progress. Native Language instruction and support at the very minimum remain 25% regardless of students' English proficiency or progress.

Free Standing ESL Pull- out 6th and 7th Grades:

ELL students in the six and seventh grade who are not in the transitional bilingual classes receive Free Standing ESL services and are placed in heterogeneously grouped general education classes and receive pull out services by a certified ESL teacher for their mandated minutes of instruction according to their LAB-R/NYSSELAT proficiency levels. The certified ESL teacher pulls out two groups per week. The beginner/intermediate level group meets eight periods a week for a total 360 minutes. The advanced group meets four times a week for a total of 180 minutes a week.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, Native Language Arts instruction and supports are delivered at the minimum of 25%.

Free Standing ESL 8th Grade Class:

All eighth grade ELL students that are not in the Transitional Bilingual Education classes receive Free Standing ESL services and have been placed in the same heterogeneously grouped general education class. They receive their mandated ESL instruction by their ELA teacher who is a certified ESL teacher. Additionally, this 8th grade ESL group attends extended day on Wednesdays and Thursdays for an additional 50 minutes of instructional time per day, totalling an additional 100 minutes of ESL instruction since it is taught by their certified ESL teacher.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, Native Language Arts instruction and supports are delivered at the minimum of 25%.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL instruction is delivered similarly in Transitional Bilingual Education Classes and Free standing ESL classes with the exception that in TBE classes, instruction is given in both the Native Language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. The following are implemented in all Free Standing ESL and TBE classes for the ESL/ELA content area.

ESL/ELA:

- Learning objectives in each of the four modalities (reading, writing, listening, speaking) are incorporated into lessons plans of all ELL teachers.
- Tiered vocabulary is front loaded to provide scaffolded instruction.
- ESL/ELA teachers provide focused standards-based instruction in the development of language and literacy within the Balanced Literacy reader's and writer's workshop models.
- Teachers Teams align curriculum to the Common Core State Standards, develop CCLS aligned Curriculum Maps and collaboratively develop the mandated Instructional Units for ELLS's (Beginners/Intermediates= 2 units in ESL and 1 unit in their Native Language, Advanced= 1 unit in ESL, 1 unit in ELA and 1 unit in NA)
- Classroom libraries are leveled and have a variety of books in English as well as Native Languages (Spanish and Bangla) in order to support and develop students Native Language skills and awareness.
- Glossaries were printed, distributed, and teachers continue to instruct students on how to use them in class to aid in their language acquisition.
- Teachers use and continue to develop Lateral Language Acquisition Strategies to enable students to acquire the Target Language (T2) and increase their understanding of abstract concepts and to make content comprehensible to enrich language development.
- Teachers use and continue to develop a variety of research based instructional strategies such as SIOP and QTEL strategies, guided reading, thematic unit development, reciprocal teaching, scaffolding and retelling, literature circles, portfolio assessments, graphic organizers, REALIA (visuals and imagery), to deliver CCLS aligned rigorous and scaffold instruction to ELL's.
- Students are taught discussion and questioning techniques, utilize language partners, sentence starters, engage in dialoged conversations on a daily based in order to provide a sound education and increase language development.
- Various forms of technology are used in order to enrich instructional experiences such as smart boards, lap tops, iPads, computers, listening stations, calculators, recorders, ELMOS, cameras

Mathematics:

- In addition to the strategies and methods mentioned above, MS 127 purchased the suggested CCLS aligned Mathematics textbooks for the CMP3 program in English and Spanish.
- Tiered vocabulary is front loaded to provide scaffolded instruction.
- Language objectives in the four modalities (listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.
- Assessments are translated for all TBE and Free Standing ESL students in their Native Languages (Spanish, Bangla, Urdu, Arabic, Haitian, Twi) by their teachers using translation software or by hand. Students work with teachers to evaluate which assessment they want to use or they may opt to utilize both versions for as long as they need.

- In TBE classes instruction is delivered in both the native language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. Various strategies and methods are used to allow students access to the mathematical content while at the same time continuing to acquire English Language Literacy. Some of these strategies are: translated materials, texts, word problems, directions and procedures, rubrics written in student friendly language, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)

- In ESL classes mathematics is taught in English with a minimum of 25% Native Language supports during instruction. This is achieved through translated materials, texts, word problems, worked out solutions, given answer keys, rubrics, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)

Science and Social Studies:

- In TBE classes, instruction is given in both the Native Language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. In Free Standing ESL Classes, instruction for Science and Social Studies is given in English with a minimum of 25% Native Language supports during instruction. The strategies and methods mentioned above are utilized by the Science and Social Studies teachers of ELL's. Tired vocabulary is front loaded to provide scaffolded instruction. Language objectives in the four modalities (listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

- For Spanish speaking students, the LAB is offered in Spanish (LAB Spanish) and is used as a tool to assess primary language literacy and inform instructional needs and goals for teachers and students.

- Our Spanish and Bangla bilingual teachers use conferencing within the Workshop Model that is done in students' native languages. One of our Bilingual Bangla teachers also speaks Arabic and conferences and translates materials/assessments for our Arabic speaking students. For students in our Free Standing ESL classes that speak languages other than Spanish, Bangla and Arabic, teachers translate materials and assessments using translation software (google translate, T-Tools, etc.) Assessments are kept in students portfolios and teachers review students' progress throughout the year both individually and collectively. This process is done in conjunction with general education teachers, service providers and the entire ESL department during assessment norming meeting and general department meetings.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

-All teachers of ELL's are required to have student learning objectives in the four modalities (reading, writing, listening and speaking) for their lessons. Teachers must have student learning objectives in at least two of the four modalities in every lesson but try to incorporate the use of all four in every lesson possible to insure that ELL's have ample opportunities to practice these foundations skills for literacy. Teachers plan collaboratively to create assessments that are targeted specifically at measuring students' progress within the four modalities. Some example of assessments that evaluate the four modalities are: 1) oral presentations, student journal writing, reading assessments in both native languages and English, 2) Rubrics for student turn and talks and partner dialogue practices 3) listening comprehension activities with headphones or whole class via the smart board that allow teachers to monitor progress and tailor subsequent instructional strategies accordingly 4) re-phrasing/summarizing listening activates via Rosetta Stone and teacher generated assessments 5) students creating audio and animated ibooks and ivideos on mac computers and ipads to exemplify students writing, speaking, reading and listening abilities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a&b) For ELL's we differentiate for Newcomers and SIFE by using rigorous repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of simple texts, writing about themselves and their culture. Students listen to CD recordings, sing songs and dialogue with peers and teachers. Vocabulary is explicitly taught with the stressing of cognates and pictures as research by Margerita Calderon suggests is effective for English Language Learners , for vocabulary knowledge correlates with comprehension. There is deliberate concentration language acquisition through turn and talks, interviewing techniques and discussions. Wilsons is available for students who can read on a second grade level or above. Technology is a key component in the

instruction of all ELL's but particularly newcomers. Students use Rosetta Stone, listen to recordings, watch videos, use interactive software to gain as much exposure and practice to English as possible. All newcomers are partnered with a buddy to help them with the transition of starting a new school in a new country. Parent Workshops are held for newcomers to provide support with the transition into the new country. Teachers generated "beginners packets" which concentrate on basic communication skills that students complete both individually and with teacher/peer assistance.

c) For four-six year ELLs, students are provided high quality instruction in the areas of Reading, Language Arts and writing through use of texts and technology as well as other resources. These students require specific and targeted academic intervention services. As with all students, these particular students, activities/lessons need to be data driven and targeted heavily in the four modalities in order to provide remedial skills and sufficient practice for these struggling students. Teachers use data from both formal (NYSESLAT/LABR/NYS Exams, class assessments) and informal assessments (teachers observations, student self-assessments/peer assessments) to identify the specific deficiencies students possess so targeted instruction can be developed and implemented. Students are provided continuous opportunities to work with partners/small groups/one on one with teachers in developing skills in reading, writing, listening and speaking. Teachers use the WRAP Assessment to identify instructional levels. These students and all ELL's attend extended day services twice a week for a total of 100 minutes where their individual deficiencies are addressed. They are grouped homogeneously based on their grade and NYSESLAT Modality level so instruction can be specific and targeted to their individual needs.

d. For long term ELLs who have completed six years of ESL services, teachers meet together with service providers to perform an in depth analysis of students individual circumstances and create individualized service/ plans. The team meets quarterly to review students' progress and adjust the plan. These students attend Extended Day Instruction (100 minutes per week) and are grouped according to proficiency level regardless of grade. During extended day, students receive literacy instruction using reading interventions such as Visions, Milestones and Rosetta Stone which both use high interest, low level literature and content based reading to motivate students. Student progress is monitored through formal and informal assessments. The teacher will use the WRAP Assessment determine progress with student's reading level and differentiate instruction accordingly. These students are pulled two-three times per week for Academic Intervention Services (AIS) where strategies in the four modalities (reading, writing, listening, speaking) are reiterated and practiced. Activities/lessons are data-driven. These students are provided with opportunities to work with partners/small groups/one on one with teacher as needed. After all other intervention services have been exhausted, students are referred for evaluation.

e. For former ELL's, the new teacher is made aware of their former ELL status and the students portfolios are given to their teacher for review. In the beginning of the year the ESL department holds a meeting with the teachers of former ELL's and goes over their portfolios/work/test scores and provides the teachers with instructional strategies for ELL's. Professional Development is held throughout the year for general education teachers on ELL Instructional Strategies to help teachers provide the supports necessary for former ELL's to succeed in mainstream classes. After their exit from ESL former ELL's are given glossaries and are allowed their same testing accommodations for up to two years. Here at 127, we believe that a sound education should be provided to all students. We do our best to continue to support ELL's and former ELL's academic, social and emotional success and provide whatever accommodations we can to students for as long as they need it, even beyond the 2 year State Mandate. Formers ELL's are invited to attend extended day sessions and participate in AIS classes.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As per the NYSESLAT, these particular students are advanced in Listening and Speaking, but they are Intermediate in Reading and Writing. This student will require a variety of learning experiences to diagnose and remediate skills in Reading and Writing. The ESL teacher will concentrate on teaching word learning strategies that will include academic vocabulary as well as content area vocabulary. Teacher will integrate the Freyer model for teaching vocabulary and use context to unlock the meanings of unknown words, cognates, prefixes, suffixes, roots, dictionary and related reference tools. Teacher will also provide opportunities for student discussions and conversations utilizing the learned vocabulary. Teacher will build schema by making connections to related words and concepts. Students are targeted for extended day services (100 minutes per week), where their individual deficiencies are addressed according to their assessments. They are grouped homogeneously based on their grade and NYSESLAT Modality level.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs who are identified as having special needs are serviced as per their individualized educational plan (IEP). The Assistant Principal of ELLs meets with the IEP teacher to discuss the student's mandated services as per their IEP. The collaborative meeting is to ensure that school is in compliance with IEP mandates as well as CR Part 154 mandates. As a result of reviewing both the IEP and NYSESLAT results, decisions are made as to whether students are placed in IEP classes and pulled for ESL

services or placed in ESL classes and pulled for IEP services. Students who are placed in Self Contained, Collaborative Team Teaching or Resource classes are pulled 180 minutes per week for ESL services by an ESL certified teacher who differentiates considering learning styles and ESL methodologies. Teachers use instructional strategies that enable them to master skills necessary to function academically in order to be transitioned into mainstream classes. Students are pulled for Academic Intervention Services two times per week (90 minutes) where individual learning portfolios are developed and students receive an individualized instructional plan based on performance task assessments. Time For Kids Exploring Writing Curriculum is used in extended day and AIS to help students learn to write across content areas. This program uses standards based activities to develop writing skills in all important areas of writing: preparatory writing tasks, drafting, peer response, editing, revision, and publication.

If all available intervention services are exhausted and are of no avail, the Assistant Principal of ELLS/ELL Coordinator communicates development to SBST.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

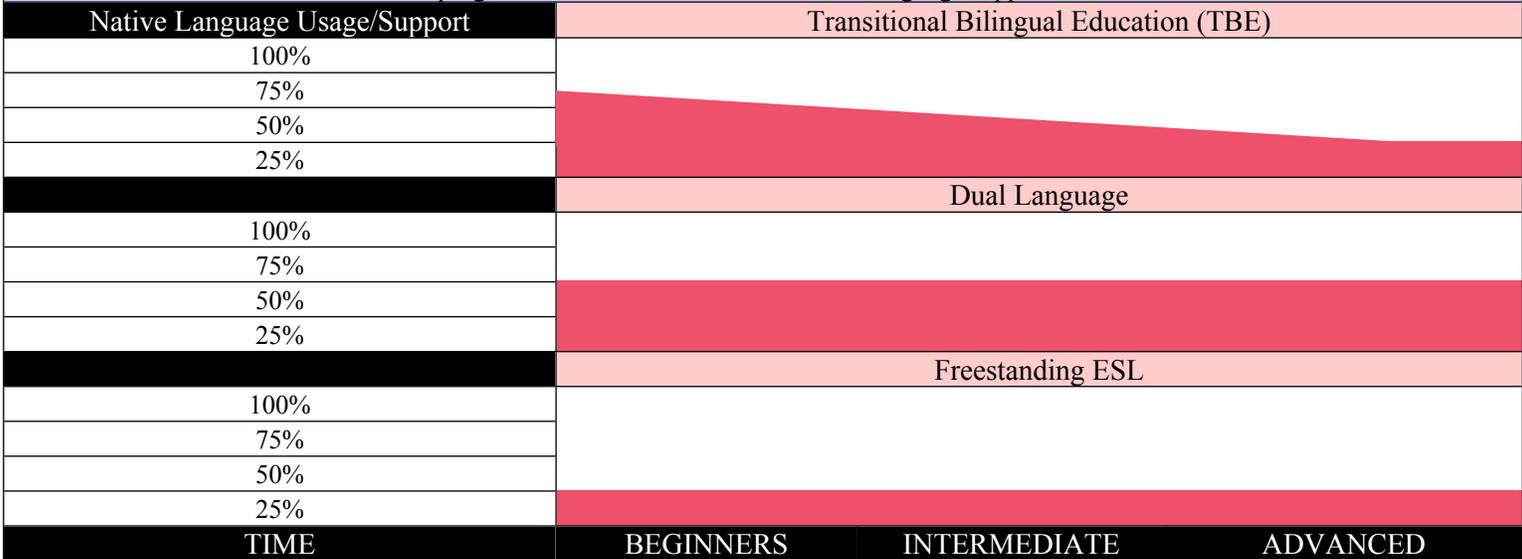
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Academic Intervention Services (AIS) is offered 2-3 times a week during the school day as an elective class for ELL's. The teachers providing (AIS) services use data to inform the instruction they deliver to the students, focusing on building literacy skills and mathematical conceptual understanding. The AIS team meets twice a month to discuss students' progress and plan appropriate academic interventions. The ESL coordinator, 2 ELL teachers and the AP in charge of ESL are members of the AIS team. The AIS team analyzes the standardized test scores, teacher generated assessments, grade wide performance tasks, attendance rates, periodic assessments such as ACUITY, report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. Technology is used as a vehicle to deliver visual, auditory and academically rigorous instruction to ELL's. Teachers of ELL's use ipads, Lap tops, smart boards, listening stations, elmos, cameras and computers to enhance learning experiences for ELL's and to ensure ELL's are building the technological skills necessary to become 21st century leaders. AIS is delivered in English for Free Standing ESL students with Native Language supports. For TBE ESL students AIS is delivered in English/Spanish or English/Bangla as these classes are taught by their Bilingual teachers. Saturday Academy is a 14 week, 3 hour program geared at preparing ELL students for the NYS/NYSSELAT Exams. All ELL's are invited and encouraged to attend Saturday Academy.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

MS 127 is constantly striving to improve our services for ELL's. According to our data analysis of last years 2012-2013 state exams and NYSELAT scores, the majority of our ELL's are still performing at beginner levels on the NYS ELA and Math exams despite the fact that the majority of these ELL's scored in the advanced range of the NYSELAT. We are exploring new research based programs and instructional strategies that can help us address this gap in instructional effectiveness and students' abilities to execute and transfer literacy and math skills. The ESL team will perform an analysis of the NYS Exams and the NYSELAT in December. We will examine both exams in detail cross referencing question structure, text complexity and cognitive demand in attempt to help inform future instruction. We will perform an item analysis of students' scores on both exams to help pinpoint students strengths and weakness and adjust our instruction according to student's needs. We realize we have much work to do in improving the services and instruction we provide to our ELL's. Teachers are attending Network, DOE and outside trainings in SIOP and QTEL strategies as well as trainings for specifically geared towards English Literacy and Math Skills/ Problem Solving strategies. Although ample texts and materials are available for our Spanish speaking students, we have not been successful in our efforts in finding texts and materials in Bangla. Publishers claim not to have such materials yet but are working on creating them. In the meantime, our Bangla teachers translate all materials and assessments for students. We are fortunate to have 4 Bangla speaking teachers at MS 127. Our newly created TBE Bangla and Spanish programs have become increasingly popular amongst the neighborhood and student enrollment is booming for these classes, particularly the Bangla class. We will continue to monitor students' enrollment and provide professional development opportunities for our teachers to help them meet the demands of our population. In addition, we continue to seek new ways to provide effective native language supports and scaffold instruction for all our ELL's in Freestanding classes.

11. What new programs or improvements will be considered for the upcoming school year?

Due to this year's increase in beginning proficiency level ELL's, we are looking into new professional development trainings for teachers that target instructional strategies for new comers. We are in the process of reviewing several different text and computer based programs in hopes of finding more targeted (according to ELL sub-groups and content areas) and appropriate material for our students. We are looking into hiring a Bengali guidance counselor to help meet the needs of our grouping population. We are seeking to find assessment tools that assess early literacy skills of our Bangla ELL's, Hatitan ELL's, Arabic ELL's and Urdu ELL's.

12. What programs/services for ELLs will be discontinued and why?
none

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are entitled to and invited to all extracurricular and support services that we offer to the entire body. This includes extended day, Friday School, Saturday Academy, NYSELAT Test Prep Classes and our Champions after school extracurricular and tutorial programs. It also includes our extensive Elective program, where students get to choose from a menu of enrichment classes. Two of the choices are Fine Arts and Vocal music, which are taught using the Blueprint for Arts Model. Translated information letters, permission slips, emails and phone calls are made in the

students' home languages facilitated by the ESL department and Bilingual Parent Coordinator.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Strategies used in the ELL classrooms are: SIOP and QTEL instructional strategies, activating and bridging prior knowledge through using graphic organizers, anticipatory guides, semantic maps, think-pair-share, turn and talks, stop and jots, language partners, KWL charts, etc., contextualization such as, metaphors, pictures, audio and video clips, newspapers, magazines, etc., and building schema by bridging prior knowledge and experiences to new concepts and ideas. We place all incoming ELL students in an age appropriate grade. We follow the NYS Common Core Learning Standards during instruction in the content areas. Music and Art teachers use the NYC Blue Prints for the Arts curriculum which is by grade level. We use Visions, Rosetta Stone, Imagination Learning, NYSSELAT Test Prep 1-3, CMP3 Spanish, Native Language Libraries, Glossaries and the technology previously listed to help support ELL's academic success.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is always at the minimum of 25% in Freestanding ESL classes and varies in TBE classes according to students' proficiency levels and individual needs (See Section A, question #3 for a detailed description of NL instructional percentages). All ELL students were provided with glossaries in their native languages. We were able to order books for classroom libraries in the native languages of all of our ESL students. Teachers use translation software to translate curriculum material and assessments as needed for students. Students use technology to translate for themselves materials as needed. Students and teachers utilize computers to show instructional videos and tutorials in students' native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Here at MS127, we understand the developmental need for adolescents to learn amongst peers of their age. Thus, we place ELL's in their age/grade appropriate class. Classes were created based on grade and are heterogeneously group according to proficiency levels. Books for classroom libraries were specifically ordered in English and Native Languages and are age appropriate regardless of students' proficiency.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

MS 127 has a voluntary summer school academy for ELL's. All ELL's are invited to attend but emphasis is placed on Beginning level ELL's and newcomers. Instruction is geared towards English Literacy and mathematics. Summer School Academy is a great way to connect new comers with the content before the academic year starts. It gives students important opportunities to build relationships with peers and introduces to the new structures of school in the United States. New ELL's who enroll in throughout the school year are paired with a student buddy to help ease their transition. Whenever possible students are chosen who speak the same language and are within the same age range for their grade. Parent workshops are held throughout the year for the families of new ELL's to help orient families into our learning community.

18. What language electives are offered to ELLs?

Language electives are not offered.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers of ELLS meet weekly in professional learning communities with the ELL Coordinator, Literacy Coach, Math Coach, PIC's and Lead Teachers during TM (teacher meeting time) to ensure effective implementation of best practices. TM was developed to provide a forum for teachers to share best practices and strategies, discuss and evaluate the assessment cycle, documentation/ creation of goals, progress of targeted ELL students, data analysis, share successes and challenges in teaching and providing services for ELL's. ELL teachers use this time to collaboratively plan their instruction and make adjustments according to data and student's needs. This meeting and the bi-weekly ELL meetings are places where teachers can discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. Two hours of per session is available per week for collaborative lesson planning for the ESL department. The department has 90% of its members participating in Collaborative Lesson Planning. This year the ESL department is participating in Instructional Rounds. Teachers use this non-threatening environment as a way to evaluate their practice, gain competency in Danielson, CCLS curriculum and ESL instructional strategies. Jose P. hours are met through our bi monthly meetings as well as network training workshops planned for the winter and spring. Teachers are in the process of researching PD's that they feel will be most valuable to improving their practice. School Wide PD for ELL instruction will take place in December. It will be given by the AP of ELL's, the ELL coordinator and 4 ESL/Bilingual certified teachers. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. 5 ELL teachers, the ELL Coordinator and the ELL Assistant Principal have attended Network/DOE sponsored training as of November 10th, 2013. Every month ELL teachers are forwarded the OELL email where various professional developments can be found. At our bi-monthly meeting new PD's are discussed and teachers are encouraged to attend. In assisting students with the transition to high school and focus on college and career readiness, 8th grade ELL's visited an ELL High School (New World High School) in November where they took a tour and met with students to discuss their high school experience. We plan to take all ELL's on similar visits to high schools and colleges alike as our school continues to focus on College and Career Readiness. An AUSSIE Literacy Consultant has been hired and continues to work with the ELA/ELL staff to improve their instruction.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Involving the ELL parent begins at registration. The parent is introduced to the ELL program used by our school by the Assistant Principal (Mrs. Brooks), Parent Coordinator (MS. Tejada), and ELL Coordinator (Ms. Guistino). The ELL parent orientation video is shown at the time of registration, in the native language of the parent. Two weeks into school an ELL parent breakfast and an ELL parent dinner is held to introduce the family to our ELL department which include teachers and administrators. We have conducted our Parent Workshops; ARIS parent link, EngradePro, the High School Process workshops in the native language of our parents (Spanish & Bengla). This school year have an ELL Department event (Cultural Celebration) which included performances by our ELL students, teachers, local artist, and a potluck style food sharing.
 2. Our school has a strong partnership with the YMCA for New Americans, Sports & Arts in Schools Foundation, and The Mayor's office for Immigrant Affairs. For the past two years the YMCA has provided English as a Second Language classes to the parent in our school free of charge. Classes take place in the evenings (6pm-9pm) Monday-Thursday. Sports and Art is our after school provider and also offers parent workshops for our ELL parents in their native language. This year so far a workshop on Study Skills has been conducted. The Mayor's Office for Immigrant Affairs has this year provided our ELL community the following workshops; Health Insurance/Obama Care: What I should know, Continuing Education & GED, Job Readiness, and Family Literacy.
 3. The needs of parents are evaluated by conversation during the initial registration interview and Parent Survey.
 4. Our activities address the needs of our parent community by aim at addressing the social needs of our ELL community; learning the language, understanding health care, and seeking employment. By providing English classes for parents we are giving them the opportunity for better employment and/ or a better chance at academic advancement in the United States. Our workshops aim to address what every parent of a middle school student should know; Understanding the High School Process, Studies Skill and Understanding my child's school (EngradePro & ARIS Parent Link.)

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

As of November 15, 2013, the ATS report RNMR was not functioning correctly and did not allow for the sorting of NYSESLAT data for the 2012-2013 school year, thus the NYSESLAT Modality Analysis could not be completed. As of November 15, 2013, The RMSR ATS report was not functioning correctly and would not allow us to sort for the NYS Science Exam, thus this section was left blank and will be analyzed by the ESL team when the report is functioning.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X127 School Name: Castle Hill Middle School 127

Cluster: 6 Network: 606

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To support shared parent school accountability, upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. The Pupil Accounting Secretary enters the data from the HLIS into an ATS Bio report that includes parents preferred language. The DNLO report (ATS report that can be downloaded to an excel spread sheet and filters parents preferred spoken language and written language) is cross-referenced with the Program Survey and Parent Selection Form. These forms are provided to parents in their native language and English. We also show parents the EPIC video in the parents' native language and/or English according to the parents' choice. This preference is notated on the Program Preference and Program selection Form. The ESL Team, which consists of the ESL coordinator, Assistant Principal of ESL, Parent Coordinator, 1 Dean, 2 Guidance Counselors, 4 ESL teachers, 6 Bilingual Teachers and 2 General Education Teachers, analyzes the data from all three sources. The findings provide the school with insight and data to further assist parents and students in our school community. The analyzed data is discussed at the ESL team meeting. Teachers then consider other data below and then identify parents preferred method of communication. Considerations include: Parent orientations, Parent-Teacher conferences, Feedback from teachers of ELL students on student and parent language needs, Feedback from the Parents Association, Interviews with newly admitted ELL students, Interviews with Parents of the newly admitted ELL students, Feedback from the parent coordinator, and the ELL coordinator, Feedback from the school secretaries, medical staff, attendance personnel, and safety officers.

At the Parent Orientation, all materials are available in home languages and all information is presented in multiple languages. Methodologies used to relay information in home languages to parents are as follows: we use parent letters in English, Spanish, Bangla, Urdu, Haitian/Creole, Arabic and Twi which are the languages representative of our ESL population and all provided by the DOE. A video (EPIC) is presented that explains the language program options that parents can choose from. The video has the option to be played in the languages mentioned above. Parents then complete the Parent Survey and Program Selection form where the parent selects their first, second, and third choice for a program for their child. The DOE provides these documents in the various home languages mentioned above. After their child is placed into the program in which they have selected, parents receive reports throughout the year (in home languages) informing them about testing- out or continuation of services and their child's proficiency levels. In addition to our Parent Orientation we offer Parent Workshops throughout the

year. Invitations and communications are provided in home languages for our ELL parents. We have staff on hand to translate orally and in writing, our communications in all languages using Google Translator for Spanish and Haitian/Creole. We use an Ipad Application to translate in Arabic, Twi and Bangla. We also purchased the telephone messenger system, which allows us the ability to send phone messages home in these languages. Our Parent Coordinator programs the messages based on our determined Parent's Preferred language. Other translated materials include complete information for Parent-Teacher Conference night, school-year calendars, principal announcements, testing schedules and special events notices. Materials have been provided using this service to support parent-school shared accountability.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After analyzing the Home Language Surveys for parents preferred language of communication; we found that 38 parents prefer communications in Spanish, 55 in Bangla, 2 in Arabic, 1 in Haitian, 2 in Urdu, 1 in Pashto and 16 in English. There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers, IEP meetings, picking up children from school, expressing a concern, medical needs/emergencies, lunch applications, report cards, after-school programs. There is a need for written translations to keep parents informed of the school's vision/schedule, CCLS Standards, all school communications, school calendars, PTA notices, understanding report cards/progress reports/ State Reports, IEP's, High School Applications, trip forms, Parent Coordinators Report, Sports and Arts Program, Academic Intervention Programs, events, safety related communication, workshops and teacher communications. We have 21 staff members that speak Spanish and are available to provide oral translation for parents during the school day and for all school functions. 12 of these staff members can translate written material in Spanish. We have four Bangla speaking teachers that provide both written and oral translation for parents during school and for all school functions. We have 2 staff members that speak Arabic and provide both oral and written translation for parents during the day and for all school functions. We are in need of oral and written translation services for in Pashto, Urdu and Haitian. We utilize the DOE Translation Telephone Unit to communicate orally with parents when an on site staff member does not speak parents' home language/preferred language of communication. We will utilize the DOE Translation Unit to translate written communications in Pashto, Urdu and Haitian. Findings were reported to the following: SLT, PA, Parent Coordinator, Curriculum Team, AIS Team, Testing Coordinator and Administration. ELL students and their parents were informed of the oral interpretation and written translation services offered at 127 at the time of initial enrollment, the Parent Orientations in September, via backpack in October, via Bulletin Board in the main entrance and Parent Coordinators Board, at the time of enrollment. ELL teachers will hand parents a notice informing them of the translation services offered at MS 127 on all Parent Teacher Conference Days/Nights.

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

MS 127 will continue to use our in-house staff members to translate written materials in Spanish, Bangla and Urdu. ELL teachers meet bi-weekly and discuss materials and notices that need to be translated. A school aid then copies and bundles the notices for distribution by the homeroom teacher. We will utilize the Department of Education Translation unit, for translation services other than the languages mentioned where all school wide informational documents, calendars and workshop notices will be translated. The Parent Coordinator over sees all school-wide notices that are sent home to parents and ensures they are translated in the 6 preferred languages of communication.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

MS 127 will continue to utilize our in-house Spanish, Bangla and Arabic speaking staff to provide oral translation services for parents. Additionally, we will use the DOE Translation Unit and employ the LIS Translation Interpreting Service all in effort to support the needs of all students/parents and increase our parent involvement. The LIS Translation Interpreting Service will provide translation services for the NYS Exams as needed by language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Fulfilling Section VII of Chancellor's Regulations A-663: Our school will provide Limited English Speaking parents a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards as well as the ESL compliance binder. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively. Parents may rely on adults or relatives for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the DOE Translation Unit. Upon initial enrollment, through Parent Orientation meetings in September, back packed notice in October, Parent Teacher Conferences in November and February and in our Monthly School Calendar/Newsletter, parents are notified of the translation services available at MS 127.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Middle School 127</u>	DBN: <u>11X127</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>52</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: For the 2012-2013 school year we have created four bilingual classes in addition to ESL pull-out services. 43 % of our ELL students speak Bengali (Bangla in Bangladesh), 49% speak Spanish, and 9% speak other languages. This was the rationale for creating a bilingual education program. The certified bilingual teacher (Spanish speaking) provides after school sessions three times per week, two hours per session to students in grades 6,7 and 8. The after school sessions are held Tuesday, Wednesday and Thursdays from 3:30 til 6:00, and 25 students attend. The ESL certified teacher (Bengali speaking) provides after school tutoring two times per week, on Wednesdays and Thursday also from 3:30 til 6:00 pm to students in grades 6,7,and 8, and 27 students attend. These sessions began on October 1, 2012 and will run through April 11, 2012. These teachers also teach during our 13 week Saturday Academy which runs for three hours. The focus of the after school sessions is to grow the English proficiency of beginning and intermediate ELL's in particular through differentiated small group instruction, use of Rosetta Stone, and review of weekly classwork. These sessions provide additional reinforcement of classroom lessons and provide supplemental services to the current curricular unit. Additional materials utilized include Smartboards and iPads for visuals and texts which target ELL's at a variety of proficiency levels. Saturday Academy also works to focus on these skills as well as provide scaffolds to assist students to access CCLS-aligned curriculum and NYS ELA test preparation. Total ELL's served in the Title 111 program is 52 students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teacher Team meeting time is built in to each teacher's program. Teachers meet in grade level/content level teams for 100 minutes per week. Every other week, all teacher's of ELL students meet for a 50 minute period together with the Assistant Principal for ELL's. This time is spent sharing best practices to use with ELL students. The certified bilingual teacher and the certified ESL teacher are a great resource to the other ELL teachers (two bilingual Spanish speaking social studies teachers, two bilingual Spanish speaking science teachers, two bilingual Spanish math teachers and one bilingual Bengali speaking math and science teacher.) The ESL certified teacher, who is a first year teacher, is pushing in four periods per week with the experienced certified bilingual teacher, to further her practice with ELL strategies. These two teachers will also attend DOE and network sponsored workshops. These sessions are not funded by Title III monies, but is a significant part of our PD program. Several Saturday unit planning sessions will be conducted throughout the year which will allow teachers of ELL students to collaborate on unpacking CCLS-aligned units which are scaffolded for ELL students. In addition, we have an AUSSIE consultant who specializes in ELL's, who will work with the Bilingual

Part C: Professional Development

teachers (Ms. Guistino and Ms. Abedin)one hour approximately every other week during 30 total days of service throughout the school year. PD is provided by Grace Chiu and the PD topics include: How to scaffold and differentiate among ELL's, how to use visuals and audiotape to increase English proficiency, and how to from Language Partners in order to increase student learning. The AUSSIE consultant also observes the bilingual classes to provide customized PD for each teacher. Ms. Chiu's schedule to date has been: September 19 and 24, , October 10 and 22, November 5, 16 and 30, and December 10 and 22. An additional 20 days will be scheduled to be held between January and April 2012.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Four parent workshops will be held throughout the year in order for parents of ELL students to keep appraised of student progress, student learning goals and topics, and to celebrate student participation in supplemental education programs. Parents will be notified through appropriately translated flyers, letters and monthly calendars. Parental engagement workshops have been scheduled as follows: Saturday, December 1st, from 12 noon until 1 pm. The topic will be "Accessing Student Progress through ARIS and Engrade" Saturday, January 5 from noon til 1pm. The topic will be "Preparing your child for the NYS ELA exam and the NYSESLAT" Wednesday February 27 from 5pm til 6pm the parent workshop topic will be "Assessing Student Progress". The final workshop will be held on Saturday, April 13th, and the topic will be a celebration of the after school program and Saturday Academy program. The providers for these workshop will be myself, the parent coordinator and the bilingual teachers, Ms. Guistino and Ms. Abedin. Refreshments will be served at each meeting.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		