



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: JOHN PHILIP SOUSA MIDDLE SCHOOL**

**DBN (i.e. 01M001): 11X142**

**Principal: LOUISA PALMER**

**Principal Email: LPALMER3@SCHOOLS.NYC.GOV**

**Superintendent: ELIZABETH A. WHITE**

**Network Leader: MEGHAN KELLEY**

**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
Louisa Palmer	*Principal or Designee	
Carolyn Cristofalo	*UFT Chapter Leader or Designee	
Takia Kinloch	*PA/PTA President or Designated Co-President	
Janelle Wilborne	DC 37 Representative, if applicable	
Shenelle Brown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kirby Mclean	CBO Representative, if applicable	
Russell Langley	Member/ teacher	
Karen Woods	Member/ parentt	
Anna Hayles	Member/ parent	
Michelle Weintraub	Member/ teacher	
	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 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## **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
- 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 14 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
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### **Priority Schools Only**

	<b>Expanded Learning Time (ELT) Program Description</b>
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### School Information Sheet for 11X142

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	192	SIG Recipient	Yes
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	10	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.0%	% Attendance Rate		90.2%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	4.9%	% Students with Disabilities		21.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	2.1%	% Black or African American		59.8%	
% Hispanic or Latino	33.5%	% Asian or Native Hawaiian/Pacific Islander		3.5%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.67	# of Assistant Principals		N/A	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		13.0%	
% Teaching with Fewer Than 3 Years of Experience	8.1%	Average Teacher Absences		9.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4		3.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		23.5%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		69.8%	
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			
Priority School	X				

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

### 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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
One of the strengths of the 12-13 SCEP is Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.) The school budget allowed for a full time instructional coach, continual opportunities for professional development and the purchase of new technology and textbook and test readiness resources for students which resulted in improved curricular units and greater student engagement.			
Another strength of the 12-13 SCEP is the establishment of teacher teams wherein teachers met regularly to develop shared units, lessons and assessments to build a culture of teacher collaboration.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
One of the areas of improvement is plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments. All students, including subgroups, did not demonstrate improvement in performance on local and state assessments as evidenced by AYP data.			
Another area for improvement is that the school did not see a significant increase in parent involvement as measured by low participation in PTA meetings and SLT team meetings.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The "new" nature of the teacher evaluation system presented a challenge in supporting teacher understanding of the Danielson rubric as well as use of strategies that would improve student outcomes. This was combined with the challenge of preparing students for the new CCLS aligned exams. Parent and family engagement also posed a challenge			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Systems were implemented to provide intervention and enrichment with inconsistent results. Teachers were observed and rated using the Danielson Framework for Teaching and there was significant increase in levels of collaboration and pedagogical reflection.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>		x	
Parent involvement remained low as evidenced by inactive PA and SLT; Limited involvement of teachers in CCLS professional development impeded efficacy in curriculum and unit development			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>	<b>No</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Parent and Family engagement remains a challenge requiring creative strategies for communication and outreach. Establishing and maintaining coherence in the instructional program will challenge the administrative cabinet to develop strategic supervisory protocols to improve teacher practice and student achievement.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
The achievement goal for all students will be at least a 7% increase in the number of students meeting proficiency in Math and ELA with an overall core course passing rate of 88%. Achievement goals for English Language learners will be an increase by one proficiency level on all parts of the NYSESLAT exam.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School Staff has voice in the feasibility of our goals and theory of action beginning with the first staff meeting before the school year opens. Staff receives regular updates on our goals and action plans via weekly email and daily bulletin board. The community was introduced to this year's goals and theory of action at the parent open house before school opened. The vehicle for written parent communication will be the student Wednesday Folder, wherein students will receive a folder of written information each week to be given to parents and returned emptied and signed by parents. School messenger and communication established through the parent coordinator and PTA			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If MS 142 implements a Common Core aligned curriculum with high levels of critical thinking, close reading, problem solving and writing, and all instructional staff and leaders participate in the development of formative and summative assessments that provide evidence of mastery performance, then we will know how to provide targeted intervention and enrichment for students			

and families and students will demonstrate higher levels of reading and writing in all content areas.

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

Teachers will be provided with professional development coaching and learning opportunities to increase efficacy in implementing citywide expectations on an ongoing basis. Teacher collaboration will include collaborative unit and lesson planning, peer lesson review and curriculum diary mapping. The system of formative assessment will enable identification of specific skill sets and concepts for priority re-teaching and AIS pull out groupings and extended learning time groupings.

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

Key elements include programmatic focus on overage and previously retained students as well as increased emphasis on providing teachers with supports to improve overall pedagogy and address of citywide expectations

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

Consistent monitoring of team structures by school leaders and collaborative analysis of hard and soft data will improve systems and structures to support the improvement plan to increase its effectiveness

## 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).

52% of teachers disagree that the principal at my school communicates a clear vision for our school”

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A
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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.

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

### **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, school leaders will allocate resources to work with external service providers to provide comprehensive training on CCLS curriculum and task development, data literacy and the Danielson Framework for Teaching to ensure implementation of citywide expectations and improve student outcomes as measured by improved student engagement and a 7% increase in proficiency on the state ELA and math exams.

### **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**

1. Development of instructional focus and theory of action for school year 2013-2014 to anchor data driven instructional programming and strategies 2.2
2. School leaders will design the instructional program to include time for teachers to collaborate in cross functional teams to provide an interdisciplinary literacy focus and for instructional units. 2.3
3. Contracting the services of Casenex Datacation to provide consultants, data literacy/Skedula training weekly. Four Datacation consultants will work with teachers to facilitate common planning for unit and lesson development as well as co-planning and co-teaching lessons weekly 2.4, 2.5
4. Contracting with Columbia Teachers College Center for the Professional Education of Teachers to provide staff development on Unit and Task development weekly TC/ CPET consultant will provide professional development for Chancellor’s PD days focusing on key elements of the Citywide Expectations and provide biweekly follow –up coaching 2.4, 2.5
5. Provide opportunities for teachers to actively participate in weekly/ monthly network professional development activities 2.4

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

1. Administrative Cabinet, teachers, parents
2. Administrative cabinet, teachers
3. Datacation consultants, administrative cabinet, teachers
4. TC/CPET consultant, administrative cabinet, teachers
5. Administrative cabinet, teachers, network staff

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

1. Teachers receive Instructional Focus and Theory of Action during September PD days. During weekly review of instructional units, teachers will reference the instructional focus and theory of action. During monthly PTA meetings and SLT meetings, Instructional Focus and Theory of Action is referenced. The Instructional Focus and Theory of action are posted around the school for teacher, student and parent reference
2. Humanities, Math/Science and Special Education departments will be established. Departments will meet 2-3 times per week. A weekly schedule of protocols for common planning will be established based on a 4 day cycle of data driven instructional planning. Peer review and inter-visitation will take place monthly. Monthly development of unit plans and student work bulletins.
3. Departments will be assigned a content area coach from Datacation. Coaches will facilitate common planning and co-teach with teachers on a rotating basis. Teachers will reflect on strategies learned and implemented through completion of periodic surveys. With assistance from Datacation coaches, teachers will create content area pacing guides teachers will engage in Skedula (data dashboard) training on a bi-weekly basis to maximize use of student data to drive instruction.
4. TC/ CPET consultant delivered a workshop on common core tasks and rubrics during Election Day PD. TC consultant will then meet with teachers during common planning once per week and provide in-class assistance for teachers once per week. Teachers will maintain digital conferencing relationship with TC consultant. TC

consultant will provide workshops for all Chancellor's PD days as well as an end of the year retreat to capture best practices and solidify pedagogical focus for next year.

5. Teachers choose to attend network professional development on a monthly basis

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

1. Instructional focus, Theory of Action and instructional schedule and program, Formative assessments cycle in place September through June 2014
2. Common planning begins September 3x per week per department ongoing through June
3. Datacation coaching begins November and is ongoing weekly through June
4. TC/CPET coaching begins November and is ongoing weekly through June
5. Weekly coaching visits September through June; Monthly network wide PD in Math and Literacy,

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

1. All social studies teachers will teach one section of ELA to provide an interdisciplinary literacy focus. Achieve 3000 Literacy intervention program will be implemented 1 day per week in ELA and social studies classes and 2 days per week during the extended learning time to increase student reading levels and ability to access to more complex text. ELA classes will implement the Scholastic Core Curriculum Castlelearning.com content area assignment program will be implemented in all classes one day per week and two days per week in the extended learning time.
2. Common planning task protocols will support effective instructional collaboration.
3. 4 consultants from Datacation will meet once weekly with each department of teachers through SIG grant. Supplies to be purchased include books for Danielson Component study, teacher artifact portfolios and general presentation supplies
4. TC/CPET Consultant will meet bi-monthly two times per week through SIG grant. Supplies and materials for comprehensive professional development on common core tasks and rubrics. Supplies to be purchased include books for teacher reflection and record keeping.
5. Network Monthly PD offerings supported through Title I and per diem for teachers CIE and MOSL

**Budget and Resource Alignment**

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

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

SIG

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.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

From the Quality Review of 2011-2012

"Expand curriculum to include rigorous and meaningful academic tasks in all content areas enabling diverse learners to demonstrate their learning and produce meaningful work in all subject areas. (1.1) ""Re-evaluate systems for organizing and sharing student assessment data so that there is alignment of grading practices and rubrics to ensure consistent and effective feedback to students about their learning."(5.2)

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	13	<b>HEDI Rating:</b>	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.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**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, all teachers will implement ELA and Math core curriculum including collaboratively designed rigorous and engaging common core units that result in CCLS aligned summative tasks to improve student achievement as evidenced by increased proficiency on unit summative assessments and increased core course passing rates

**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**

1. Implementation of Core Curriculum in Math and ELA with ongoing collaborative development of CCLS summative tasks and rubrics. Teacher teams meet weekly to develop units, lesson objectives, review student work and modify curriculum with professional development and co-teaching with TC and Datacation.3.2, 3.4
2. Teachers in all content areas will use three levels of teacher/student feedback and self-assessment 3.3
3. Achieve 3000 Literacy intervention program will be implemented 1 day per week in ELA and social studies classes and 2 days per week during the extended learning time to increase student reading levels and ability to access more complex text. ELA classes will implement the Scholastic CodeX. Castlelearning.com content area assignment program will be implemented in all classes one day per week and two days per week in the extended learning time. Math classes will implement Pearson CMP3. 3.5

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

1. Department teams will review core curriculum materials and adapt according to key standards and skill sets based on student data and work with atacation and CPET consultants
2. All teachers will integrate supplemental instructional programs (Achieve 3000 and Castlelearning.com) for weekly classroom use and 9<sup>th</sup> period ELT
3. 13 teachers will be assigned to AIS periods and collaboratively plan for small group instruction based on results of formative assessments

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

1. Timely development and implementation of collaboratively designed units
2. Accurate use of the three levels of teacher/student feedback and self-assessment; Use of protocols for looking at student work to analyze data and inform curricular modifications; increase in the number of students achieving proficiency on summative tasks
3. Students achieving at least 75% accuracy on Achieve 3000 reading comprehension questions and an interim lexile growth rate of at least 15 points. At least a 75% proficiency rate on school-wide formative assessments,

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

1. Instructional schedule and program in place September 3, Formative assessments on-going through May, 2013
2. Use of teacher/student feedback and self-assessment protocols by all ELA and math teachers by November 2013, by all classroom teachers by December 2013
3. Interim lexile benchmark assessment December 2013, CCSS ELA and Math benchmark assessments January/February 2014 and May 2014 Common planning three times per week to support collaborative planning and professional development with TC and Datacation.

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

1. Common planning three times per week to support collaborative planning and professional development with TC and Datacation through tax levy funds and SIG
2. Per session for four teachers, four hours per month
3. School wide testing environment protocols in place for benchmark assessments and formative assessments through tax levy funds and Title I SWP.

**Budget and Resource Alignment**

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

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

SIG

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.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

“Ensure that frequent and targeted feedback to teachers across school is consistent across leaders and provides specific, coherent strategies to improve instruction so that all students have an optimal learning environment”.

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 13	<b>HEDI Rating:</b> D
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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.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>x</b>	<b>4.3 Comprehensive plans for teaching</b>
<b>x</b>	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

**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.

By June 2014, all teachers will develop individual professional development goals and will show growth in Domains 2 and 3 as measured by at least one HEDI level increase

**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**

- Engage staff in training on the Advance teacher evaluation system August 2013. Schedule individual planning conferences for all teachers to be completed by October 4, 2013. Conduct conferences to develop instructional practices and strategies that address academic targets and student needs, 4.3
- Contract with Teachers College and Datacation to provide ongoing professional development activities regarding Danielson Framework for Teaching and it's alignment to the CCLS. Develop observation cycle protocols and written feedback protocols to be used regularly by administrative cabinet. 4.2
- Administrative cabinet will conduct observations in two week cycles providing verbal and written feedback in a timely manner to teachers. Teachers will maintain an Advance portfolio of artifacts and feedback sheets from all observations. 4.4

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

- Administrative cabinet, teachers, coaches from office of Teacher Effectiveness
- Administrative cabinet, Datacation and TC/CPET Consultants
- Administrative cabinet, teachers

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

- 100% staff participation in individual professional development goal setting and IPC
- 100% teacher participation in professional development with external partners (CPET/Datacation) with impact measured by teacher and student reflection
- Increased teacher efficacy in strategies suggested to improve practice in a given competency to show growth in HEDI rating

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

- Training and set up of protocols begin in August continue through October
- Ongoing weekly from September to October
- Observations beginning October in two week cycles through June

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

- Staff provided with Advance folders for the maintenance of DFFT and Advance documents as well as artifacts through PF common Core money, Tax levy funding
- Alignment of professional development activities with coaches and teacher/ student scheduling with Datacation and TC/CPET through SIG
- Staff provided with frequent opportunities to view classroom teaching on-site and off-site to reinforce pedagogical leverage points mentioned in observation feedback through Tax Levy CIE and SIG funding

**Budget and Resource Alignment**

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

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

SIG

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	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 #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).

62% of students responded "most of the time or all of the time to "at my school, students get into physical fights..."

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A
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#### **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.

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>x</b>	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

#### **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.

By June 2014, staff and students will participate in comprehensive programs to promote personal behaviors for success and a safe and collaborative school environment as evidenced by an increase in student attendance and decrease in incidents

#### **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**

1. Establish male empowerment class 1x per week with Respect, Responsibility and Results and female empowerment group that meets 1x per week with The Leadership Program 5.3
2. Establish partnership with Monroe College for mentoring program to include monthly access to college age mentors and campus events 5.2
3. Contract with SASF and Arts Horizons to provide School-Wide Enrichment afterschool program 5.4

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

1. Male empowerment classes facilitated by behavior management consultant from Respect, Responsibility & Results; AP, Dean, School Aides, AP and Dean and
2. AP and Dean, Behavior management Consultant to oversee Monroe mentoring partnership
3. Sports and Arts in Schools Program, Arts Horizons, The Leadership Program, school administration, teachers

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

1. Improved attendance and on task behaviors
2. Improved scholarship/ course passing of OAPR population as evidence by core course passing rate of 80 % for all OAPR students
3. Increased student engagement as evidence by high student participation in afterschool enrichment model

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

1. OAPR, male empowerment and female empowerment begins October and continues weekly through June
2. Establish Monroe partnership to begin in December 2013 and continue with monthly events through June 2014
3. School Wide Enrichment Model program to begin October 2013 with 9<sup>th</sup> period extended learning followed by enrichment classes 4 days per week through June

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

1. Schedule will accommodate staffing for behavior management consultant through tax levy funding, through PF ELT and SIG. Per session activity for 2 teachers, 1 administrator, 1 guidance counselor for a total of 20 week Enrichment program and extended day field trips.
2. Monroe partnership will include shadowing days in high schools, preparing or high school and college as well as family events funded through TL Support for OAPR
3. SASF funded through 21<sup>st</sup> Century grant. Focus/Priority funding to cover incentives, books and instructional materials.

#### **Budget and Resource Alignment**

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

PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
SIG, 21 <sup>st</sup> Century, TLsupport for OAPR							
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. .							
x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core			
x	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).							
60% of parents responded that they attended PTA/PA meetings only 0-2 times							
<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A

#### **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.							
x	6.2 Welcoming environment	x	6.3 Reciprocal communication				
x	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.							
By June 2014, Parents will have access to a series of workshops and opportunity to participate in school wide events to increase parent involvement as measured by attendance at school wide and community events							

#### **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).							
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>							
1. Establish Wednesday Folder written communication system. Student folder for weekly distribution of written information, flyers, consent forms etc. Provide access to student daily progress for parents through Skedula/PupilPath website 6.3.							
2. Establish Parent Academy workshop series with the Learning Leaders organization 6.4							
3. Establish Open House Parent Informational events in collaboration with PTA, individual parents and community based organizations. Continued used of school website by administration to include regular updates on school wide events and reciprocal communication. 6.2							
<b>B. Key personnel and other resources used to implement each strategy/activity</b>							
1. Parent coordinator and school aide to oversee Wednesday Folder distribution and collection							
2. The Learning Leaders organization will provide volunteer training and certification as well as workshop series for Parent Academy							
3. Principal's Cabinet to facilitate Open House informational sessions for parents							
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>							
1. 100% return of signed Wednesday Folder every Thursday. Increase in number of parents registered and regularly using Pupilpath							
2. Increased attendance of parents for parent teacher conferences, PTA and SLT meetings as well as Parent Academy workshops from 2012-2013 school year							
3. High attendance and feedback at Open House events. Increased usage of school website.							
<b>D. Timeline for implementation and completion including start and end dates</b>							
1. Wednesday Folder implemented September through June							
2. Parent Academy begins December and runs through June. Volunteer training begins January and continues through June							
3. Five Open House informational conducted between August and May							
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>							
1. Parent Coordinator over time and set aside will support parent bilingual outreach 2 times per week. Use of school messenger for weekly parent updates							

- 2. Establishment of warm, inviting atmosphere for parent tech lab workshops 1 time per month before PTA meetings; 8 Learning Leaders parenting and study skills workshops 2 times per month through PF parent engagement funding
- 3. Establishment of warm, inviting atmosphere including on-site translation services available for 1 time per month Open House, literacy events and grade level meetings through PF and Title 1 funding

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, 100% of students who scored a level 1 on 2012-2013 NYSED exams will attend ELT activities will achieve an increase in scale score on the 2013-2014 NYSED exams.

#### **Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. The use of Achieve 3000 TeenBiz for literacy intervention during 55 minute 9<sup>th</sup> period session 2 times per week; Integrated Algebra class 4 days per week in 55 minute 9<sup>th</sup> period sessions
2. The use of Rally Rehearsal NYSED test readiness resources in ELA and Math during 55 minute 9<sup>th</sup> period sessions
3. Implementation of Sports and Arts after school enrichment program offering student-centered, teacher facilitated sports, arts, writing and science after classes in two hour session configurations 4 days per week

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Principal's cabinet, teachers
2. Teachers, Principal's cabinet
3. SASF Site Director, Guidance Counselor, teachers and teaching artists through Arts Horizons and SASf

**C. Identify the target population to be served by the ELT program.**

1. Students scoring level 1 on NYSED exams for intervention; students who scored level 3 on 2012-2013 NYSED math exam
2. Students scoring level 1 on NYSED exams; Students who are overage and previously retained
3. All interested students

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 <sup>st</sup> Century	x	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III	x	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

#### **Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

Sports and Arts in Schools – Will offer team sports, robotics, culinary arts, band, drama, chorus  
Arts Horizons – Drumming, music production, dance and step team  
The Leadership Program – female empowerment club

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

Funded through SIG, the Arts Horizons – Drumming, art mural project, music production, dance and step team after school classes and during school residencies, as well as The Leadership Program female empowerment and 3Rs male empowerment class. These offerings complement the SASF academic and enrichment activities to reflect a comprehensive and differentiated after school program for students from 3:10 to 6:00 Monday through Thursday

#### **ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT meets the needs of students with skill deficiencies in ELA and math through the 9<sup>th</sup> period literacy and math intervention

period 55 minutes Monday through Thursday. The menu of additional courses following the 9<sup>th</sup> period includes a variety of hands-on experiential learning activities. Talent development is at the core of the school wide enrichment model of afterschool programs

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

9<sup>th</sup> period – literacy and math/content skill development and enrichment to improve scale score of low performing students and increase the number of students able to pass the Integrated Algebra regents exam.

10<sup>th</sup> period – SASF/ Arts Horizons offerings in the arts will enable talent development and the ability to identify more students able to apply for specialized high school

11<sup>th</sup> period – SASF/Arts Horizons and Leadership Program offerings enable talent development and encourage service and student performance as a measure of progress and development

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

Sports and Arts enrichment classes will be designed by student choice. The guiding principles will be that courses must be student driven, product/event based and facilitated by an eager teacher. In this way students will be given the opportunity to explore those areas that motivate them the most and be guided through research-based talent development strategies

<b>D. Are the additional hours mandatory or voluntary?</b>		<b>Mandatory</b>	<b>x</b>	<b>Voluntary</b>
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**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

The 9<sup>th</sup> period literacy and math/content intervention period is mandatory for all students scoring level 1 on the 2012 NYSED exams. The school conducted several parent information sessions to ensure that we had over 50% parent consent for 9<sup>th</sup> period participation as well as regular school messenger calls to parents of students whose attendance in 9<sup>th</sup> period fluctuates

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Students at level 1 are grouped for small group instruction during 9<sup>th</sup> period ELT in math and ELA. High achieving and high potential students in the area of mathematics will be scheduled for 9<sup>th</sup> period Integrated Algebra. All teachers teach one group of students four days per week. Data on the impact of 9<sup>th</sup> period is incorporated in common planning discussions to modify AIS and 9<sup>th</sup> period groupings.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>x</b>	<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

Ongoing review of attendance, scholarship reports and individual student progress sheets provides snapshot data to determine level of effectiveness. Staff is asked to generate reflection of impact based on transfer of small group strategies in general instructional program

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Technology based literacy intervention	In class usage and small group tutoring	During the school day 1x/week after school 2x/week
<b>Mathematics</b>	Technology based skill intervention	In class usage and small group tutoring	During the school day 1x/week after school 2x/week
<b>Science</b>	Technology based literacy and content intervention	In class usage and small group tutoring	During the school day 1x/week after school 1x/week
<b>Social Studies</b>	Technology based literacy and content intervention	In class usage and small group tutoring	During the school day 1x/week after school 1x/week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Gender specific empowerment classes	Pull out	During the school day 1x/week after school 1x/week

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Partnering with Casenex Datacation to provide a suite of professional development services to support the implementation of CCLS curriculum and unit planning. As well as partnering with Teacher College to provide coaching for teachers around Danielson FFT and overall improved pedagogy

**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).
Datacation coaches assist with common planning and co teaching for all content area teachers as well administrators

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Coordination of support for OAPR , STH and PF/ SIG funding in order to provide a comprehensive program to support the academic and social/emotional well being of students.

**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.
The MOSI committee consisting of UFT Chair, and 3 teachers in consultation with principal determined the measures of student learning that will be administered in the Fall and Spring. ELA and math teachers determined the timeframe for administering Core Curriculum benchmark assessments as well as scoring and data analysis. Teachers distribute data to all departments for use in modifying units and lessons within the curriculum. Within the PD plan is monthly teacher participation in whole school data analysis by core subject with consultants from Datacation. Network PD regarding Literacy offers teachers opportunity to receive guidance on data driven instruction.

**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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>142</b>
School Name <b>John philip Sousa Middle School</b>		

### 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 <b>Louisa Palmer</b>	Assistant Principal <b>Colleen Williams</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Guerlain Philizaire/Special Ed</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marilyn Cattouse</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>191</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>6.81%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							1	6	6					13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	1	6	6	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

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										0
Dual Language										0
ESL	4			5			4			13
Total	4	0	0	5	0	0	4	0	0	13

Number of ELLs who have an alternate placement paraprofessional:

### 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
Spanish								6	5					11
Arabic								1	1					2
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>						

\*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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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							1	5	5					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	1	6	6	0	0	0	0	13

## 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)									1					1

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)							1	4	2					7
Advanced (A)														0
Total	0	0	0	0	0	0	1	4	3	0	0	0	0	8

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							1		2				
	P								5					
READING/ WRITING	B													
	I								1	2				
	A							1	4					
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	5				5
8	2				2
NYSAA Bilingual (SWD)					0

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	1								1
7	5								5
8	2								2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		5		3				9
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
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.  
To assess early literacy skills in English for ELLs we use reading and writing assessments developed with Castlelearning.com ESL passages. This data will inform the instructional groups for ELLs as well as the number of periods for academic intervention as well as ESL.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data reveals more advanced proficiency among 7<sup>th</sup> grade ELLs in reading and writing and high proficiency in speaking and listening for grades 6-8
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](#))  
The high proficiency levels in speaking and listening will influence the development of language fluency groups and dialogue objectives for all lessons. The data will be used to drive pull-out free standing ESL strategies
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?Student performance on tests in English shows growth in reading and written response
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Through strategic class placement and schedule for ESL pull-out and content area push-in formats for ESL
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Evaluation is based on performance on school wide formative assessments. The MOSL is used in Social Studies and Science to determine the progress of our ELLs. AYP is determined based on the growth and student achievement on assessments in reading and writing at the end of the school year as compared to baseline assessments taken in September at the start of the school year. The baseline assessment is created by teachers from old NYSESLAT examinations.

## 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](#).)  
The school uses the prescribed protocol for incoming ELLs through first administering the home language survey to the parent and

describing the services offered in English and the native language were applicable. LabR is conducted within 10 days and the students is grouped with ELLs as part of a sub-group of student in a class. Diagnostic assessment of English and native language ability is completed using content area assessments . Teachers meet to review needed strategies for supporting ELL progress. .As a part of our intake process, a bilingual school aide is assigned for intial parent contact to explain all needed documents and conduct informal interviews. The idnetification process continues with administration of the HLS to determine the home language spoken. when that language is identified, both student and parent are made aware of the ESL program.

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.  
During intake, Spanish a bilingual aide provides a description of 3 (three) program choices. Written outreach is provided to parents during September Open House regarding these programs and options.
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](#)].)  
Forms and entitlement letters are kept in a folder within child's record. Our Parent Coordinator and a bilingual aide ensure that entitlement letter goes out and that survey and selection forms are kept in a cumm file.
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.  
Parents are notified in native language about the scope of the ESL program and invited to consultation with ESL and content area teachers. Using the completed Parent Survey as a reference, the Assistant Principal engages both the parent and the ELA teacher discuss which program is best suited for the student and create that program.
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.  
NYSESLAT tesing room will be reserved for designated periods during the testing window. Teachers will be informed when students are to report for each part. ATS report is used to determine the number of years a student has been an ELL and whether or not that student is required to take the NYSESLAT. Once it has been determined who has to take that test, calls will be made to all parents reminding them about attendance at each part. Calls are made in native laguage where applicable. Following testing protocoals and procedures, the test is administered to those students required to take it. The speaking portion of the exam is completed while the test is being conducted. Reading and listening is administered in a separate location. A teacher that is not the ESL teacher administers the writing section.
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.   
Trend reveals most parents request free standing ESL (3 SY2012-2013). The program model in place is aligned with parent requests. Currently, 11x142 does not have a bilingual program. Parents choose to accept the option to immediately immerse their children into a mainstream classroom to learn the language. Theses students are paired with bilingual students who assist in translation and interpretation of materals.

# 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])?  
The model includes both ESL block classes ungraded based on English proficiency level, collaborative ESL/ELA model where students grouped by grade, and push-in model for ESL support in content areas.
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)?  
Pull-out ESI for 1 full 43 minute period per day and two push-in full period learning experiences for day for beginner and intermediate ELLs. Advanced ELLs receive 2 periods of push-in ESL instructional support. ESL is allotted 360 minutes per week. Those ESL block classes are held 4x per week with one single period ESL/ELA class once a week for all mandated intermediate and beginning students. Advanced ESL students receive 2 block classes per week and a single, collaborative ESL/ELA class 1 day per week for 180 minutes total for the 3 days..
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.  
Push-in ESL includes the use of SIOP model strategies for language and content development
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students use Castlelearning.com to complete assessments in English and their native language. State math tests and formative assessments are offered in the native language, at student request. Four exams were offered in Spanish and two were offered in Arabic.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Through the design of formative assessments which include dialogue and listening sections. Teachers in each discipline create project based assessments designed to have students demonstrate proficiency in utilization of discipline specific vocabulary in oral and written presentations. Students encouraged and assisted in their writing skills through collaboration with their ELA teachers for non ELA projects. Students practice their verbal/speaking ability by presenting oral arguments to defend positions on current events in Social Studies and Science classes.
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).

Sousa, 11x142 currently have no SIFE students. All newcomers are undergo the intake process to include being administered the HLSto determine the language spoken. ATS records are also accessed to determine number of years as an ELL to determine placement. Spanish and bilingual aides are used to provide a description of program choices. New comers are provided with a peer tutor and staff

monitor. All students are included in extended learning time 9<sup>th</sup> period for targeted support. ELLs who have been in US schools for less than 3 years ELLs who have received service for 4 to 6 years are provided advanced ELL services to include 2 block classes per week and a single, collaborative ESL/ELA class 1 day per week for 180 minutes total for the 3 days. End of the year assessment is offered (NYSESLAT) only if the student has not successfully met that examination. Student is mainstreamed into regular population as a part of immersion option offered to all ELL students. Long term ELLs who have received service after completing 6 plus years are afforded an opportunity to be maintained at an advanced level if assessments show a delay in progress. If progress is achieved at a proficient level, student is encouraged to take regents level course work and progress is maintained by offering AIS pull out. Former ELLs who are 1 to 2 years removed from testing proficient are encouraged to take Regents level coursework and provided AIS as deemed necessary. they are mainstreamed into non ESL classes but provided assistance whenever necessary.

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?

We use castlelearning.com assignments with read speaker activated as well as SIOP strategies to support ELL -SWD. Castle learning begins with a baseline reading assessment. The student's lexile level is determined and the reading material issued through the program is matched to that child's reading level. As the student increases in his/her ability to read more proficiently, the program assigns reading material that is again matched to that specific reading level. ELL students who use this program are allowed to advance as their proficiency improves.

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?

Built into the curriculum for each content area are targets for language and writing fluency. Through a school wide system of formative assessment, students are identified for small group instructional support within our flexible AIS system. The assessments are used to determine the type and level of disability a student has. Based on this information, students are provided AIS as well as additional assistance in the 9<sup>th</sup> period tutorial at the end of the day where work is specifically designed to meet a child's needs in a small setting. The work a child is given is differentiated to target the student's needs. ICT classes are populated based on availability of space and need. Assessments are given to determine the kind of disability a student might have and work is planned for that child accordingly. Non-disabled students are offered block classes in core subject areas, 9<sup>th</sup> period instruction to reinforce learning, and Saturday Academy.

### 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**

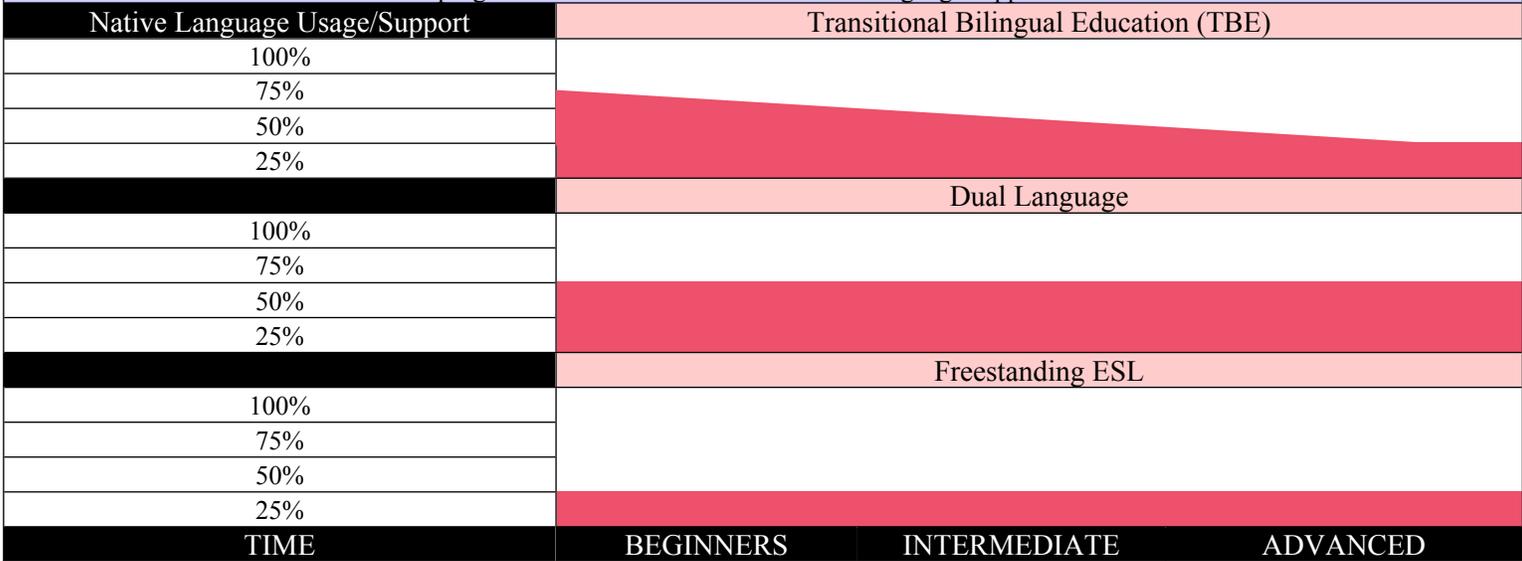
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Intervention includes AIS, extended learning time and Saturday academy in all content areas. New comers are provided with a peer tutor and staff monitor. All students are included in extended learning time 9th period for targeted support. ELLs who have been in US schools for less than 3 years ELLs who have received service for 4 to 6 years are provided advanced ELL services to include 2 block classes per week and a single, collaborative ESL/ELA class 1 day per week for 180 minutes total for the 3 days. End of the year assessment is offered (NYSESLAT) only if the student has not successfully met that examination. Student is mainstreamed into regular population as a part of immersion option offered to all ELL students. Long term ELLs who have received service after completing 6 plus years are afforded an opportunity to be maintained at an advanced level if assessments show a delay in progress. If progress is achieved at a proficient level, student is encouraged to take regents level course work and progress is maintained by offering AIS pull out. Former ELLs who are 1 to 2 years removed from testing proficient are encouraged to take Regents level coursework and provided AIS as deemed necessary. They are mainstreamed into non ESL classes but provided assistance whenever necessary. Each of the groups are offered 9th period tutorials as well as Saturday Academy to review the weeks materials and reinforce learning. At this time, all courses are taught in English at the request of each family. Options for translation are available upon request.

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

The programs are effective in their address of specific discrete skills students need in small group and one-on-one settings. Through the use of instructional programs such as Castle Learning and Core Subject, Project based writing assignments, student growth and development are constantly evaluated and adjusted to ensure progress is steady and consistent. End of Unit assessments serve as a way to ensure proficiency and competency are verifiable and match program and instructional data.

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

ESL summer intensive will be considered for ELLs to support increased content knowledge acquisition and language development. Saturday Academy and 9th period tutorials have been implemented this year to reinforce learning. Extracurricular activities and in school organizations have been created to keep students connected to school and serve as incentive to maintain interest in being here. This has resulted in a student population, ELLs included, that is hard working and enthusiastic about school.

12. What programs/services for ELLs will be discontinued and why?

No services will be discontinued at this time.

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

ELLs have full access to all extended learning and after school programs. For those requiring translation services, a translator or student partner will be provided. Students who require additional consideration are evaluated and based on need are provided the necessary assistance in the form of tutors, one on one instruction with a teacher, or meeting with a counselor. Parents are called in as necessary to discuss a particular need of the student and strategies are created and implemented to meet that need.

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

Instructional materials include castlelearning.com and Achieve 3000 literacy intervention program. Students are also provided with laptop computers for classroom, and in some cases home use that have translation to native language capability. Smart board technology is available for student use. Each student's program also includes a technology course to learn how to access and use resources that are available to drive learning.

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

ESL students are provided access to bilingual school aides and bilingual student partners to assist in translation and comprehension of tasks. Students are also allowed access to laptops and desk top computers, all of which have native language translation capability.

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

Services are rendered based on grade. Strategies are implemented based on student age and interest. For some programs, reading level and years as an ELL are also taken into consideration when deciding the kind of support a student will receive. All assistance a student is provided is based on the academic and social data gathered for each, parent interview, and summative assessments.

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.

Student Buddy system ensures smooth transition into the student population as well as staff monitor providing weekly check ins

provides adult interaction with all new ELLs

18. What language electives are offered to ELLs?

none

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)?

No dual language program.

### 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.

Staff will engage in Network sponsored PDs as well as weekly work with instructional coaches for co-planning and co-teaching. Teachers of ELLs work with datacollection consultants for co-planning and co-teaching once per week from November through June. Additionally, Teachers College CPET engages teachers in Election Day and Chancellor's day PD's strategies for ELLs and the Common Core. Guidance counselor is supported by bilingual staff members during all 8<sup>th</sup> grade parent meetings and high school information meetings in collaboration with ELA teachers. Individual goals are set for ELL support and entrance requirements for high school.

### 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?

Bilingual staff members and PTA members are encouraged to participate in the SLT and PTA. The school will partner with the Leadership Program, Learning Leaders and the Hispanic Heritage Federation for workshops and community resources for parents. Parent workshops provided by the Learning Leaders Group to offer ESL tutoring. To evaluate the needs of parents, the Parent Coordinator collects information on translation needs at every parent meeting. All documents pertaining to community service offerings are translated into Spanish and where available, Arabic.

### **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.

None:

## **Part VI: LAP Assurances**

**School Name: John Philip Sousa Middle School**

**School DBN: 11X142**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louisa Palmer	Principal		11/15/13
Colleen Williams	Assistant Principal		11/15/13
Marilyn Cattouse	Parent Coordinator		11/15/13
	ESL Teacher		1/1/01
	Parent		1/1/01
Guerlain Philizaire	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suzanne Mauro	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: 11X142 School Name: John Philip Sousa

Cluster: 6 Network: 613

**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**

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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.

Bilingual staff assigned to welcome parents at our Open House in September. We collect information from parents of ELLs as well as the general parent population to inquire about home language and the language of preference for school communication. Data from Open House school surveys is collected and brought to the attention of the parent Coordinator who makes personal phone calls to assess needs further.

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.

Major findings include the need to provide oral translation services for a 11% of spanish speaking parents at all PTA meetings, SLT meetings and parent teacher conferences. oral translation is also needed for all school messenger notifications, as well as written translation is necessary for all weekly parent notices. It is also necessary to place a bilingual staff member in the main office to answer parent calls and receive non-english speaking parents.

## Part B: Strategies and Activities

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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.

Written translation services will be provided by Parent Coordinator in collaboration with other bilingual staff. For arabic translation the school will seek written translation from parent volunteers or from the DOE vendor The Big Word. All central DOE documents for parents are sent out in English, Spanish and Arabic. School-wide notices are translated and prepared for distribution in student's Wednesday Folder. Official documents relating to individual student achievement, attendance, discipline and special education services will be translated into spanish.

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.

Spanish oral translation will be conducted by bilingual school staff positioned in the main office and parent coordinator's office. The school will provide a spanish speaking staff member and parent volunteer for all school-wide parent events, at all disciplinary meetings, IEP meetings and PTA or SLT meetings .

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>.

The Parents Bill of Rights & Responsibilities will be disseminated to all parents in both English and Spanish. Parents are notified via school messenger to request translation services at up coming school wide events and the right to bring a bilingual relative or friend. The school will provide training and training documents for bilingual parent coordinator and school aide to provide translation and interpretation services to parents.