



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180**

**DBN (i.e. 01M001): 11x180**

**Principal: MR. FRANK UZZO**

**Principal Email: FUZZO@SCHOOLS.NYCDOE.GOV**

**Superintendent: MS. ELIZABETH WHITE**

**Network Leader: MR. BENJAMIN SOCCODATO**

## 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 |
|--|--|-----------|
| Frank Uzzo                                     | *Principal or Designee   |           |
| Arnold Burton                                  | *UFT Chapter Leader or Designee  |           |
| Sherene Chisholm                               | *PA/PTA President or Designated Co-President   |           |
| NA   | DC 37 Representative, if applicable  |           |
| NA   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| N/A  | CBO Representative, if applicable  |           |
| Preeta Yapp<br>Naomi Delvalle<br>Meriem Ennowi | Member/ Parent   |           |
| Donovan Vincent                                | Member/ Parent   |           |
| Patricia Bell                                  | Member/ Parent   |           |
| Demetri Tsoulos<br>Margaret Greeley            | Member/ Teacher , School Staff   |           |
| Elveta Darby                                   | Member/ Teacher  |           |
| Maryalice Blackmore                            | Member/ UFT Member/School Staff  |           |

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

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

**School Information Sheet for 11X180**

| School Configuration (2013-14)                                  |          |   |     |   |     |
|---|----------|---|-----|---|-----|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 864 | SIG Recipient                                 | N/A |
| Types and Number of English Language Learner Classes (2013-14)  |          |   |     |   |     |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14)         |          |   |     |   |     |
| # Special Classes   | N/A      | # SETSS   | N/A | # Integrated Collaborative Teaching           | N/A |
| Types and Number of Special Classes (2013-14)                   |          |   |     |   |     |
| # Visual Arts   | 8        | # Music   | 19  | # Drama                                       | 3   |
| # Foreign Language  | 24       | # Dance   | 3   | # CTE   | N/A |
| School Composition (2012-13)                                    |          |   |     |   |     |
| % Title I Population  | 2.5%     | % Attendance Rate                               |     | 92.4%   |     |
| % Free Lunch  | 58.3%    | % Reduced Lunch                                 |     | 14.3%   |     |
| % Limited English Proficient                                    | 2.8%     | % Students with Disabilities                    |     | 16.2%   |     |
| Racial/Ethnic Origin (2012-13)                                  |          |   |     |   |     |
| % American Indian or Alaska Native                              | 0.8%     | % Black or African American                     |     | 68.3%   |     |
| % Hispanic or Latino  | 26.0%    | % Asian or Native Hawaiian/Pacific Islander     |     | 3.7%  |     |
| % White   | 1.2%     | % Multi-Racial                                  |     | N/A   |     |
| Personnel (2012-13)   |          |   |     |   |     |
| Years Principal Assigned to School                              | 10.18    | # of Assistant Principals                       |     | 3   |     |
| # of Deans  | 2        | # of Counselors/Social Workers                  |     | 3   |     |
| % of Teachers with No Valid Teaching Certificate                | N/A      | % Teaching Out of Certification                 |     | 19.5%   |     |
| % Teaching with Fewer Than 3 Years of Experience                | 12.9%    | Average Teacher Absences                        |     | 8   |     |
| Student Performance for Elementary and Middle Schools (2012-13) |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | 25.2%    | Mathematics Performance at levels 3 & 4         |     | 19.2%   |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | 53.7%   |     |
| Student Performance for High Schools (2011-12)                  |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | 87.5%   |     |
| Credit Accumulation High Schools Only (2012-13)                 |          |   |     |   |     |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |     |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |     |
| 6 Year Graduation Rate  | N/A      |   |     |   |     |
| Overall NYSED Accountability Status (2012-13)                   |          |   |     |   |     |
| Reward  |          | Recognition                                     |     |   |     |
| In Good Standing  |          | Local Assistance Plan                           |     |   |     |
| Focus District  | X        | Focus School Identified by a Focus District     |     | X   |     |
| Priority School   |          |   |     |   |     |

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

## SCEP Overview

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

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

### **Reflecting upon the 2012-13 SCEP**

|  |  |  |  |     |     |    |
|--|--|--|--|-----|-----|----|
| Answer the following questions regarding the 12-13 SCEP  |  |  |  |     |     |    |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>   |  |  |  |     |     |    |
| <p>The school is continuing to unify all curricula through the New York State Common Core Learning Standards and school Instructional Focus. The teachers are using the Understanding by Design to plan coherent English Language Arts that has allowed the school to parallel special education instruction curriculum with the general education curriculum. Teacher teams have developed comprehensive unit plans to address the learning needs of all students. Curriculum planning focused on essential questions, goals, clearly delineated standards, resources, assessments and differentiation. Unit plans serve as a guide as teachers design specific lessons. All subject areas have adapted similar practices, which has facilitated cross-curriculum approach to instructions and alignment to CCLS. As a 'School for the Arts', all students participate in one of the many talents offered curricula (strings, instrumental, vocal, film, drama and fine arts). This Arts program helps reinforce the CCLS through a variety of activities such as reflection writing and critiquing. All courses focus on incorporating rigor and challenge into their respective coursework to ensure that students make real world connections to their learning and to prepare them for their future.</p> <p>Teachers meet routinely by grade and subject. Instructional lead teams whose members represent each grade meet weekly and work with administrators to discuss aligning curriculum and instructional practices with Danielson, CCLS and school-wide Instructional Focus. Instructional Lead teachers serve as liaisons between grade-level colleagues. Curriculum meetings facilitate discussions based on cross-grade level planning, cross-curriculum connections, identification of student needs and planning next steps. Curriculums are refined by teachers' observations during inter-visitations, and sharing of instructional practices through warm and cool feedbacks. Furthermore, the school has a well established individualized talent program. The talent program has incisively planned talent periods that allow student to self-select one of the eight talents in which to participate, based upon interest. The talents infuse State Standards through written reflections and critiquing. The most recent State data reflects a year-to-year increase in the number of students on each grade attaining Levels 3 and 4 on both the ELA and Math Standardized exams, as well as meeting bench mark for special need population in the school. The schools most recent pass rate on the Earth Science Regents was 98%</p> |  |  |  |     |     |    |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>   |  |  |  |     |     |    |
| <ol style="list-style-type: none"> <li>1. To enhance student engagement in high levels of discussion</li> <li>2. Expand opportunities so all teachers can partake in relevant activities to further improve student learning</li> <li>3. Develop final common assessment to assess year-long student performance</li> </ol>  |  |  |  |     |     |    |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>  |  |  |  |     |     |    |
| Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students  |  |  |  |     |     |    |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>   |  |  |  |     |     |    |
| Instructional practice aligned with the Danielson framework, New York City expectations, and curriculum aligned to the CCLS, has improved  |  |  |  |     |     |    |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>  |  |  |  | Yes | x   | No |
| <b>If all the goals were not accomplished, provide an explanation.</b>   |  |  |  |     |     |    |
| Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies   |  |  |  |     |     |    |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>   |  |  |  | x   | Yes | No |

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

Answer the following questions regarding the 13-14 SCEP

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

Scheduling enough time to implement and coordinate the new demands of MOSL, MTP, CCLS

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

Continual improvement in ELA and math for students with special needs.

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

Monthly staff meetings, monthly newsletter, grade meetings, instructional lead meetings, teacher teams meeting, and weekly subject area meetings.

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

The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning/professional talk.

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

The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.

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

Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, periodic inter-class visitation among teachers, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams.

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

A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.

## 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). |     |              |           |                     |   |                     |   |
| ELA teachers visit each other’s classrooms, and via a “Questioning and Discussion Technique” template compile warm and cool feedback and offer next steps to their colleagues. The challenge is to extend these opportunities so all teachers can partake in relevant activities to further improve student learning.                |     |              |           |                     |   |                     |   |
| <b>Review Type:</b>  | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 4 | <b>HEDI Rating:</b> | E |

### 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>2.2 School leader’s vision</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>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, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework. |

### 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.  |
| <ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul> <ol style="list-style-type: none"> <li>1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards.</li> <li>2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.</li> <li>3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)</li> <li>4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress</li> </ol> |
| <ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul> <ol style="list-style-type: none"> <li>1. Principal, Assistant Principal, Teachers</li> <li>2. Principal, Assistant Principal, Teachers</li> <li>3. Principal, Assistant Principal, Teachers</li> <li>4. Principal, Assistant Principal, Teachers</li> </ol>   |
| <ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul> <ol style="list-style-type: none"> <li>1. By April 2014, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice</li> <li>2. Completion of individual professional development plan for each teacher</li> <li>3. Completion of the initial review of student data and the development plans for improving individual student achievement</li> <li>4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress</li> </ol>   |
| <ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul> <ol style="list-style-type: none"> <li>1. September 2013 to April 2014</li> <li>2. September 2013 to November 2013</li> <li>3. September 2013 to November 2013</li> <li>4. September 2013 to May 2014</li> </ol>   |
| <ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul> <ol style="list-style-type: none"> <li>1. Time for professional development and per session</li> <li>2. Scheduled time during the school day for individual conferences with each teacher and an administrator</li> <li>3. Scheduled time during the school day for individual conferences with each teacher and an administrator</li> </ol>  |

4. Scheduled time during the school day for teacher observation and pre/post conferences

**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>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

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>PF Parent Engagement</b>                       |
|  | <b>PF Positive Behavioral Management Programs</b> |  | <b>PF RTI</b>           |  | <b>x</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).

In all classrooms, teachers' questioning is a vital part of the lessons, and partner shares engage students in discussions. However, this practice is not fully maximized, as an insufficient number of share-outs preclude hearing from more students.

|                     |     |              |           |                     |   |                     |   |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|---|
| <b>Review Type:</b> | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 4 | <b>HEDI Rating:</b> | E |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|---|

**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>3.3 Units and lesson plans</b>          |
|          | <b>3.4 Teacher collaboration</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, teacher teams will refine and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for SWDs.

**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. The Administrators/Lead Teacher will provide teachers with school-wide as well as individual student data in the area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to refine curriculum units which are aligned with the CCLS and school-wide Instructional Focus. Instructional supplies and materials (books, manipulatives, folders, etc.) will be purchased to support the development and implementation of curriculum units.
2. Assistant principals, Lead Teacher and Instructional Leads will provide staff with the tools and strategies needed to refine unit plans that include tasks which enhance student engagement in ELA, math, social studies and science, which are aligned with the CCLS and the school-wide Instructional Focus.
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
5. New teachers meet regularly with administrators/mentors/Lead Teacher to discuss challenges and success as they work to refine units of study

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

1. Administration, Lead Teacher
2. Assistant Principal, Lead Teacher, Instructional Leads, Teachers
3. Network Instruction Support Staff, Teacher Teams

|  |
|--|
| 4. Lead Teachers, Instructional Leads, Teachers  |
| 5. New Teachers, Administrators, Mentors and Lead Teacher  |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>                                     |
| 1. Completed data analysis for each student, observation of implementation of monthly professional development                               |
| 2. Refined unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS and school-wide Instructional Focus |
| 3. Minutes of weekly planning sessions detailing planning time   |
| 4. Observation of implementation of the LASW protocol during teacher team planning time  |
| 5. High attendance of new teachers at voluntary instructional meetings   |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| 1. September 2013 to November 2013   |
| 2. Quarterly, October 2013 to May 2014   |
| 3. Bi-monthly, October 2013 to June 2014   |
| 4. Weekly, September 2013 to June 2014   |
| 5. Weekly September 2013 - February 2014   |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>                      |
| 1. Per session for data analysis for after school meeting  |
| 2. Scheduled time during school day for PD   |
| 3. Scheduled time during the school day for common planning  |
| 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol  |
| 5. Scheduled time during the school day for new teachers   |

**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>Tax Levy</b>         |  | <b>Title IA</b>                          |          | <b>Title IIA</b>                                  |  | <b>Title III</b> | <b>Grants</b> |
| 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>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 #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). |     |              |           |                     |   |                     |    |  |  |
| The practice of aligning a baseline exam with a final common assessment to gain a full understanding of yearlong student performance to make additional year-to-year adjustments in curriculum. This limits student access to the curricula, preventing all students from reaching higher levels of achievement                      |     |              |           |                     |   |                     |    |  |  |
| <b>Review Type:</b>  | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 5 | <b>HEDI Rating:</b> | HE |  |  |

**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>4.2 Instructional practices and strategies</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 students, including SWDs, will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment. |  |  |  |  |  |  |  |  |  |

**Instructional Strategies/Activities**

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

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

To improve achievement for all students, including SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA: Lead Teacher will facilitate workshops/ lunch and learns with the SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA curriculum to all students, including SWDs.

1. Network Special Education Achievement Coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.
2. Lead Teacher will assume the role of ELA coach and provide teachers with demonstration lessons and feedback regarding strategies for SWD's used in conjunction with the ELA curriculum and IEP goals. She will support teacher teams as they develop ELA units and tasks for SWDs.
3. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June..
4. Academic interventions provided on Saturdays from 8:30am-11:30am within the areas of ELA and math.

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

1. Network Instructional Support Specialist, SE Teachers, Classroom Teachers
2. Lead Teacher, grade and subject area teams
3. Administrators, Lead Teacher, Instructional Leads and Classroom Teachers
4. Administrators and Classroom Teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improve reading and writing instruction as per teacher observations and assessments.
4. Improved performance of SWDs in ELA as evidenced by interim assessments

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

1. Bi-monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Weekly workshops and assessment, November 2013 to June 2014
4. Saturday Academic Intervention Instructional Program, November 2013 to March 2014 (8:30am-11:30am)

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

1. SEAC, common planning time for teachers to attend PD sessions
2. Lead Teacher, common planning time for teachers to attend PD sessions
3. Instructional Leads, common planning time for teachers to attend PD sessions
4. Common planning time for teachers to review data and aligning lesson plans with targeted skills.

**Budget and Resource Alignment**

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

| x | PF Set Aside | Tax Levy | Title IA | Title IIA | Title III | Grants |
|---|--------------|----------|----------|-----------|-----------|--------|
|---|--------------|----------|----------|-----------|-----------|--------|

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

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

| x | PF AIS                                     | PF CTE           | PF College & Career Readiness    | PF Common Core                         |
|---|--|------------------|----------------------------------|--|
|   | PF ELT                                     | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement                   |
|   | PF Positive Behavioral Management Programs | PF RTI           |                                  | 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).

Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse.

*Note the QR did not address Social emotional developmental Health*

|                     |     |              |           |                     |   |                     |    |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|----|
| <b>Review Type:</b> | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 3 | <b>HEDI Rating:</b> | HE |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|----|

### **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>5.2 Systems and partnerships</b> | <b>x</b> | <b>5.3 Vision for social and emotional developmental health</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, school lateness rate will improve by at least 3% as measured in the school's Annual Attendance Report.

### **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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school Attendance Officer to address lateness.

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

1. Teacher, Attendance Officer, Administrative Staff
2. Administrators, Attendance Officer, Guidance Counselor. Guidance counselor per session will be used for outreach to families during after school hours.
3. Administrators, Attendance Officer

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Attendance Officer evidence (log) of contact hours with identified at-risk students

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of Administrators, Guidance Counselors and Attendance Officer
3. Ongoing partnership with Administrators, Guidance Counselors and attendance officer to ensure targeted support for at-risk students

### **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>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Grants</b> |
|----------|---------------------|-----------------|-----------------|------------------|------------------|---------------|

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

|   |  |  |                  |  |                                  |  |  |
|---|--|--|------------------|--|----------------------------------|--|--|
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . |  |  |                  |  |                                  |  |  |
|   | PF AIS                                     |  | PF CTE           |  | PF College & Career Readiness    |  | PF Common Core                         |
|   | PF ELT                                     |  | PF Inquiry Teams |  | PF NYS Standards and Assessments |  | PF Parent Engagement                   |
| x   | 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).

Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps.

*Note the DQR did not address Family and Community Engagement*

|                     |     |              |           |                     |   |                     |    |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|----|
| <b>Review Type:</b> | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 3 | <b>HEDI Rating:</b> | HE |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|----|

#### **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.

|  |  |          |                                     |
|--|--|----------|-------------------------------------|
|  | <b>6.2 Welcoming environment</b>             | <b>x</b> | <b>6.3 Reciprocal communication</b> |
|  | <b>6.4 Partnerships and responsibilities</b> |          | <b>6.5 Use of data and families</b> |

#### **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.

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

#### **Strategies to Increase Parental Involvement and Engagement**

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

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

1. Guidance Counselor/Parent Coordinator present a series of Saturday workshops for parents
2. New Parent Orientation, Open House for Parents, and High School Articulation Parent Night
3. Monthly PA Meetings
4. Student recognition events

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

1. Assistant Principals, Parent Coordinator, Guidance Counselor, Consultant
2. Principal, Assistant Principal, Parent Coordinator, and selected Teachers
3. Administrator, Parent Coordinator and selected Teachers
4. Administrators, Parent Coordinator, Guidance Counselor, selected Teachers and PA Members

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

1. Completed family outreach plan
2. Attendance at New Parent Orientation, Open House for Parents, and High School Articulation Parent Night
3. Parental attendance at PA meetings
4. Parental attendance at Student recognition events

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

1. November 2013-March 2014
2. Fall 2013
3. Monthly meetings from September 2013-June 2014
4. Ongoing, September 2013-June 2014

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

1. Common planning time for administrators, parent coordinator, guidance counselor

2. Staff attendance at New Parent Orientation/Open House for Parents/High School articulation Night
3. Parent coordinator's planning/coordinating PA meetings with PA President
4. Staff attendance at Student recognition events

***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>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Grants</b> |
|----------|---------------------|-----------------|-----------------|------------------|------------------|---------------|
|----------|---------------------|-----------------|-----------------|------------------|------------------|---------------|

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>PF Parent Engagement</b>                       |
|  |               |                         | <b>PF RTI</b>                            | <b>PF Supporting Great Teachers &amp; Leaders</b> |

### 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>  | Extended Day and Saturday Academy   | Small group instruction  | Extended Days W/Th 2:20pm-3:10pm<br>Saturday Academy 8:00am-11:30pm                            |
| <b>Mathematics</b>  | Extended Day and Saturday Academy   | Small group instruction  | Extended Days W/Th 2:20pm-3:10pm<br>Saturday Academy 8:00am-11:30pm                            |
| <b>Science</b>  | Reading through the content area and applying math applications to charts/graphs/maps/photos  | Small group instruction  | Extended Days W/Th 2:20pm-3:10pm<br>Saturday Academy 8:00am-11:30pm                            |
| <b>Social Studies</b>   | Reading through the content area and applying math applications to charts/graphs/maps/photos  | Small group instruction  | Extended Days W/Th 2:20pm-3:10pm<br>Saturday Academy 8:00am-11:30pm                            |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Academic Intervention Team, sessions with Guidance Counselor/Social Worker, Peer Mediation with SAPIS Worker, home contact and referrals to outside agencies. | Small group, one-to-one, home visit from Attendance Officer and community support agencies | Whenever applicable  |

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

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

**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).

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

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

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Not Applicable

**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;
- 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 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 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);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups,;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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>180</b> |
| School Name <b>Dr. Daniel Hale Williams</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>Frank Uzzo</b>                       | Assistant Principal <b>Letizia Isaia</b>      |
| Coach   | Coach   |
| ESL Teacher <b>Melissa Lonquich</b>               | Guidance Counselor <b>Maryalice Blackmore</b> |
| Teacher/Subject Area <b>Jessica Astor</b>         | Parent  |
| Teacher/Subject Area                              | Parent Coordinator <b>Rita Henry</b>          |
| Related Service Provider                          | Other   |
| Network Leader(Only if working with the LAP team) | Other   |

### 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>1</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>0</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>865</b> | Total number of ELLs | <b>22</b> | ELLs as share of total student population (%) | <b>2.54%</b> |
|--|------------|----------------------|-----------|---|--------------|

## 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><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Push-In  |   |   |   |   |   |   | 1 | 1 | 1 |   |    |    |    | 3       |
| Pull-out   |   |   |   |   |   |   | 1 | 1 | 1 |   |    |    |    | 3       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0  | 0  | 0  | 6       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 22 | Newcomers (ELLs receiving service 0-3 years) | 7  | ELL Students with Disabilities | 16 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 12 | Long-Term (completed 6+ years) | 3  |

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           | 7   | 1    | 4   | 12  | 0    | 8   | 3   | 0    | 3   | 22    |
| Total         | 7   | 1    | 4   | 12  | 0    | 8   | 3   | 0    | 3   | 22    |

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 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 |
| 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      |   |   |   |   |   |   | 4 | 6 | 6 |   |    |    |    | 16    |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   | 1 |   |   |   |    |    |    | 1     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian      |   |   |   |   |   |   |   | 0 |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   | 2 |   |   |    |    |    | 2     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   | 2 | 1 |   |   |    |    |    | 3     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 6 | 0 | 0  | 0  | 0  | 22    |

## 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 |   |   |    |    |    | 2     |

| 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 | 1 |   |   |   |    |    |    | 2     |
| Advanced (A)  |   |   |   |   |   | 4 | 3 | 4 |   |   |    |    |    | 11    |
| Total   | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 0 | 0 | 0  | 0  | 0  | 15    |

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

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

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

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

At MS 180 we evaluate the student's literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the LAB-R and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills. The majority of our ELL students received a score of a 1 or 2 on last years ELA and math exams. This data shows us that those students need to work on the foundation of early literacy skills while still receiving extra assistance with their current classwork aligned to the common core.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
At MS 180 we have found that our ELL population consistently do better on the listening/ speaking section of the NYSESLAT and LAB-R across proficiency levels and grades.
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 most recent NYSESLAT modalities report is not available at this time. However, in the past the listening/speaking section on the NYSESLAT and LAB-R are consistently higher in our school than the reading/ writing modality, therefore a focus on improving our ELL students in reading/ writing is a priority. Building reading/ writing skills is stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammar, sentence structure, organizing paragraphs, and editing. Differentiation is used in ESL class as well as the students main classroom settings in order to better serve the students' needs. The ESL teacher integrates multiple subjects when ever possible during ESL time in order to target improving reading/ writing skills in content areas.

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?

There is no bi-lingual and dual language program at MS 180, only ESL. The following information is in regards to the ESL program.

- a. Across proficiencies and grades we find that the students do consistently better in listening/ speaking than they do in reading/ writing. The only state assessment offered in any language other than English is the NYS math exam as well as the 8<sup>th</sup> grade science test. However, since instruction throughout the school is administered in English, very few students opt to take a translated version of content area exams.

b. MS 180 at this time has chosen not to participate in the optional ELL periodic assessments.

c. MS 180 at this time has chosen not to participate in the optional ELL periodic assessments.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teacher and classroom teachers work closely to determine the needs of the individual student and the ESL teacher assists the teacher in ideas to help plan lessons that have ESL methodologies infused within them. The students' most recent NYSESLAT scores (LAB-R for new admits), ELA and Math state test scores, as well as classroom work, exams, portfolios and teacher observations are taken into consideration when creating an instruction plan for the student.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

When evaluating the success of the ESL program at MS 180, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at 180 has met the promotional criteria at all grade levels.

## 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](#).)

Upon arriving to the office to register, the Home Language Identification survey is given to the parents of newly admitted students to fill out by a licensed teacher or Mr. Uzzo, our school's principal. Help is offered to the parent in explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. The HLIS is given to the ESL teacher, Ms. Lonquich, in order to determine if the student is eligible to take the LAB-R and subsequently eligible for ESL services. Ms. Lonquich is also the person that conducts an oral interview with the student. A translator is brought in to help interview a student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HLIS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our ESL teacher, Ms. Lonquich, entitled Spanish speaking students also take the Spanish LAB-R. The ESL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on proficiency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The NYSESLAT is administered during the time period allotted by the Department of Education (DOE). The ESL teacher, Ms. Lonquich, is trained on the process of administering the NYSESLAT.

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.

Parents of new ESL students are invited to the school for a parent orientation within the first 10 days after the student enrolls in our school. This is offered throughout the year as new ELL students arrive. The ESL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ESL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ESL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren).

For parents of other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.

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](#)].)

During parent orientation our ESL teacher, Ms. Lonquich, distributes entitlement letters to parents and the parent surveys and program selection forms are collected. If extra time is needed for the parent to take home the parent survey and program selection form, Ms. Lonquich follows up with the parent via phone call to collect the returned forms, if a new form is needed Ms. Lonquich sends another form home with the student. Due to the small number of ELL students we have at MS 180, Ms. Lonquich is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.

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.

All new ELL students are asked to come in for a parent orientation/ initial meeting with the ESL teacher. At this time the EPIC video is shown in their native language to explain the three possible program choices (TBE, Dual Language, and ESL).

Interpreters are present at the meeting to explain to the parents further the program differences, as well as answer any questions the parent may have at that time. If ESL is chosen, the child is placed in the ESL instructional program at that time in our school. If another option (TBE or Dual Language) is chosen the parent is notified that our school does not currently have that choice and we can either assist them in finding a school that does or they can choose to stay in ESL in MS 180 and be placed on a list if we have at least 15 students that would like a TBE class in two consecutive grades to form a class.

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.

A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for the knowledge they need to increase their chances of doing well on the exam. A list is created of non-IEP students and IEP students. The students with IEP's will take the NYSESLAT with their test modifications followed. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is scheduled individually. The listening, reading and writing sections are scheduled based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.

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. [?](#)

The vast majority of ELL students at MS 180 came to our school already in an ESL program. We get very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ESL student, the parents consistently choose to have their child(ren) placed in our ESL program. MS 180 only offers a freestanding ESL. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

# 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])?
    - a. At MS 180 the organizational models we use for ESL instruction is both pull-out and push-in models.
    - b. The students that are serviced via push-in method, traditionally are homogenous groups in the same grade/ class. The students that are serviced via pull-out model are normal heterogeneous in grouping. The ESL teacher works collaboratively with the classroom teachers to support the ESL students. Classroom teachers conference regularly with the ESL teacher to learn ESL strategies to assist the ESL student in their classrooms. The ESL teacher supports the ELL students with support such as using manipulatives, expressive language, and total body response when delivering vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.
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)?

The only language of instruction at MS 180 is English. Our program model of ESL receives the following services: beginning and intermediate students receive a minimum of 360 minutes of instruction per week. The advanced students receive 180 minutes of instruction. Those students who have reached their proficiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. All students at MS 180 receive a minimum of 8 periods of ELA in the regular education classrooms and 10 periods of ELA in special education classrooms.
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.

All instruction in MS 180 is delivered in English. The students attend content area classes and the ESL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ESL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the common core learning standards by taking an additive approach and building on prior knowledge and assessing what the students' strengths and weaknesses are. There is articulation with the content area teachers to ensure continuity. All four ESL modalities are fused into all lessons (listening, speaking, reading, and writing.) At MS 180 reading and writings skills are being addressed through the implementation of the components of a comprehensive literacy approach.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual dictionaries when taking any exam. The quarterly exams are translated for the students that need translation by a bilingual paraprofessional who sits with them during the exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All lessons that the ESL teacher creates incorporates the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. The classroom teachers promote all four modalities as well and are given techniques to do so from the ESL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The NYSESLAT and LAB-R data as well as NYS state exams in core areas also allow us to track student progress.

6. How do you differentiate instruction for ELL subgroups?

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

a. Sife students will be evaluated initially by the LAB-R scores and a plan is devised from there to assist them. Basic reading and math skills are a focus for them. If the child has no school experience, a beginning reading program is the starting point focusing on sight words, picture/ word correlation, and phonics skills. In math basic addition and subtraction skills with the use of math manipulatives are used. If the student has some schooling history, reading and writing skills would be addressed such as main idea, sequencing, and punctuation and grammar. A teacher and peer buddy may be assigned to tutor and mentor that child. Computer programs, such as Rosetta stone, tumblebooks, and brain pop is used to assist the student via technology. We draw on students' backgrounds, their experiences, cultures, and languages to create a text to self connection.

b. The ELL program starts the students reading and writing from the first class. Basic vocabulary is studied with the use of visual and auditory assistance. Short stories are used as a learning tool consisting of a few sentences are written. As a student progresses, longer stories and writing assignments with increasing difficulty is added to the lessons as necessary for testing such as main idea, etc. are introduced. Extended Day services are available for all ELL students. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develops academic concepts and language.

c. ELL students in the program more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and writing will encompass literature in the different subject areas and skills needed to understand those stories such as the use of chunking. The major emphasis moved from listening/ speaking skills and to reading/ writing development. In math the reading of word problem and development of problem solving skills are formed. Vocabulary is repeated naturally as it appears in different content area studies.

d. ELL students in the program six years or longer will continue with content area instruction stressing reading and writing skills. Tutorials will be used to review the skills taught. Test taking skills will be emphasized. The ESL teacher works closely with the teacher to incorporate topics learned in class. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Again, vocabulary is repeated naturally as it appears in different content area studies.

e. All former ESL students continue to get test modifications for two years following a score of proficient on the NYSESLAT. The ESL teacher periodically checks in with the students and their teachers in order to ensure they continue to stay on track. The ESL teacher is available on her professional periods to assist and former ESL student when needed. The ESL teacher continues to work with the classroom teacher to turn key any and all information that may help with instructing the student in a way that makes meaning for them.

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?

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pull-out/ push-in program, receiving services in accordance with test results and their IEPs. This approach is the most individualized.

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?

The majority of the ESL periods are scheduled during the students' arts periods in order to cause a minimum disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. The classes have a one or more

paraprofessional in attendance who works closely with students who are having difficulty. The school has elevators to transport the students from floor to floor so they can make use of all the building facilities such as the cafeteria, library, and yard.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

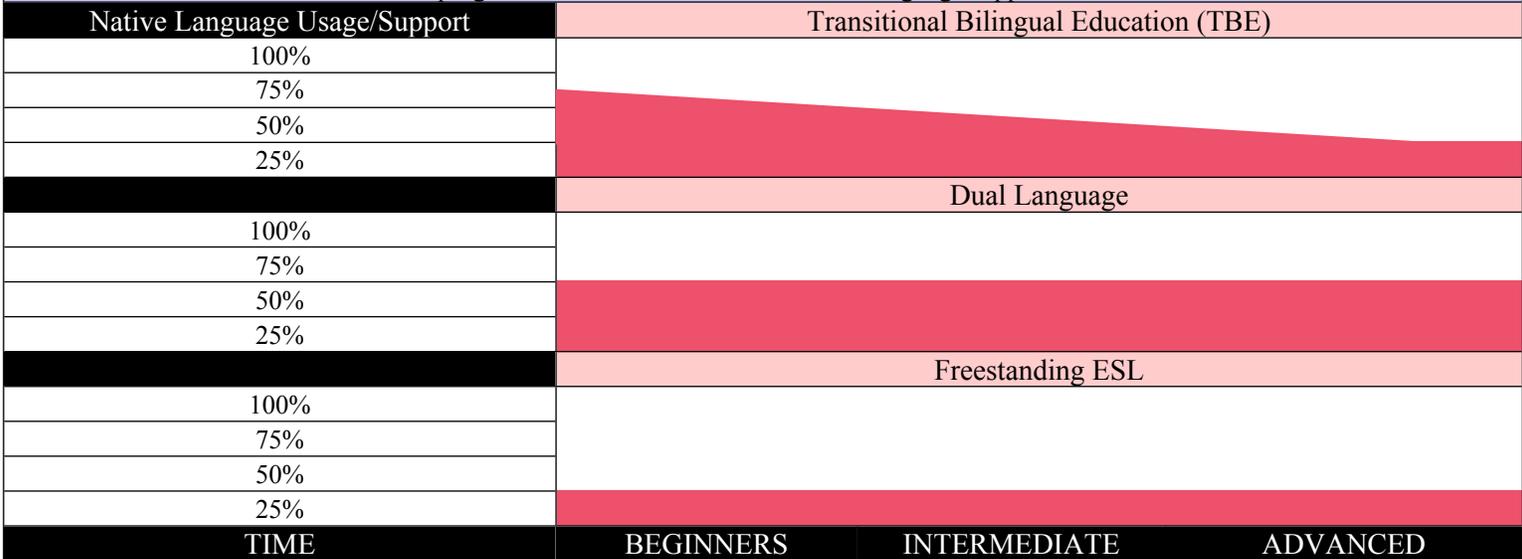
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

**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><br>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.
- All students, including ELL students who, based on their NYS Math and ELA exam scores, are identified as in need of assistance are mandated to attend Extended Day support services. In addition, these students are encouraged to attend after-school programs that provide homework assistance as well as support for all core subjects (Math, ELA, Science, and Social Studies). After school instructional programs are staffed by certified content area teachers. Peer tutoring and Saturday Academy are also offered for additional help in the core subjects. Special after school and weekend programs also address the needs of our students in relation to taking the state tests. Incentive programs are offered as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- When evaluating the effectiveness of the ESL program at MS 180, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at 180 has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects. The school has shown success in making the content areas more accessible to the student by using ESL strategies such as paraphrasing in a manner that the students better understand.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the use of Rosetta Stone for English language acquisition has been added.
12. What programs/services for ELLs will be discontinued and why?
- No services for ELL students will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are encouraged to participate in any academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in the 37.5 minutes. Activities such as basketball, flag football, step, and video production are available. Project boost is also available as a club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At MS 180, the teachers created units of study to support the common core curriculum. These units support the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs are used by the student, individually, each working at their own level. Smartboards are used in classrooms to support all students as a way to add visualization to their lessons. Class sets of laptops are available for use, as well as access to the technology rooms when needed. Rosetta stone has been added this year as a way to add technology to the ESL program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At MS 180 there is no TBE and Dual Language programs. For the ESL program, students buddy up to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of native language glossaries are available to the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services, support, and resources are aligned to correspond to the age and grade of the student. Sometimes it is necessary to adjust the program to a different level, such as in the case of the SIFEs.
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.
- There are no formal activities during the summer for newly enrolled ELL students, however, there is a back to school night for each grade during the start of the school year, all students and parents are welcome, including ELL's. All ELL students are

encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social. ELL's have the choice to become involved in activities such as basketball, flag football, step, and video production are available. Project boost is also available as a club for all students, including ELL's.

18. What language electives are offered to ELLs?

Spanish is the only language elective offered to all students at our school.

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)?

There is no Dual Language program at our school.

### 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.

1. The ESL teacher at MS 180 attends monthly/ bi-monthly meetings that incorporate professional development through the network ELL specialist. The ESL teacher also attends professional development through the NYC DOE office of ELLs. The ESL teacher then turn keys the information from the professional developments to the classroom teachers of ELL students at a time convenient for them.

2. At the professional development sessions offered by the office of ELLs and the network, all strategies are now aligned to meet the challenges of the ELL student with the common core. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre.

3. The guidance counselors at the school are there to assist any new 6<sup>th</sup> graders when they have trouble adjusting to middle school. They also speak to the students about their high school choices and what to expect in high school as they get ready to transition. They also conduct meetings with the parents to help them with the transition as well.

4. The ESL teacher meets with the subject area teachers at the beginning of and throughout the school year to recommend strategies to use with the ELL in the classroom environment. As the student becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ESL teacher attends professional developments and turn keys the information to all teachers of ELLs and pertinent staff members. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre. The records of professional development are maintained in the ESL compliance binder, located in the ESL teacher's office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents of all ELL students are encouraged to join the PA which meets monthly. During the school year these parents join with their children and the school community to participate and celebrate in various academic and social events. Such activities include literacy, math, and family nights. Parents are notified of these events through the mail or internet, as well as notices sent home with the student.
  2. At this time we do not have any school partnerships with other agencies or Community Based Organizations.
  3. Upon registration, the parent coordinator meets with the parent/ guardian of the new ELL student to inform him/her about the variety of programs offered at the school in academics, athletics, and social activities. The parent coordinator will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators will be made available.
  4. All ELL parents are invited to participate in the various academic and social activities the school offers. This gives them the opportunity to share ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community.

## 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.

N/A

## Part VI: LAP Assurances

**School Name: Dr. Daniel Hale Williams**

**School DBN: 11x180**

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

| Name (PRINT)                | Title                | Signature | Date (mm/dd/yy) |
|-----------------------------|----------------------|-----------|-----------------|
| Frank Uzzo*                 | Principal            |           | 10/23/01        |
| Letizia Isaia*              | Assistant Principal  |           | 10/23/13        |
| Rita Henry*                 | Parent Coordinator   |           | 10/23/13        |
| Melissa Lonquich*           | ESL Teacher          |           | 10/23/13        |
|                             | Parent               |           |                 |
| Jessica Astor*              | Teacher/Subject Area |           | 10/23/13        |
| *All Signatures are on file | Teacher/Subject Area |           |                 |
|                             | Coach                |           |                 |
|                             | Coach                |           |                 |
|                             | Guidance Counselor   |           |                 |
|                             | Network Leader       |           |                 |
|                             | Other                |           |                 |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 11x180 School Name: Dr. Daniel Hale Williams School

Cluster: 5 Network: CFN CEI 532

**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.

The Home Language Survey we receive from the child's previous school/ from our school for new admits, serve as our starting point. We also assess home language through ATS and discussions with our students' parents. The teachers provide the administration with information regarding their students as well. Due to our school low ESL demographics the majority of family's would rather receive notices in English. When needed correspondence via written and orally are assisted by staff members, and parent volunteers who speak the language as well (mainly Spanish). When another language is needed, our school utilizes the interpretation hotline or interpreters are called in.

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.

The we have found that there are relatively few parents who require written/ oral translations in English. Most of our students' parents have adequate expressive and receptive language skills in English that they do not require interpreters. However, translation services are routinely offered to parents and the school has several staff members who join conferences, meetings, and orientation programs to ensure that all parents and visitors can understand and participate. During parent conferences and parent association meetings, the school community is made aware that translation and interpretation services are available if/ when needed.

## 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 documents are translated when needed by in-house school staff and parent volunteers who are bilingual (main office staff, parent coordinator, guidance counselor, assistant principal). Google translator is also used for more uncommonly spoken languages, as well as the NYCDOE website that provides translations for certain documents.

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.

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/ or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated with the help of school staff and parent volunteers.

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>.

At M.S. 180 we believe in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services is critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure all parents communicate effectively with the school regarding critical information about their child's education. The parents are given a copy of important documentation, such as the "parents bill of rights" in their native language when needed. Signs are posted in the main office regarding parents bill of rights, interpretation notice signs and plans in their native language as well.

