



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: PAUL L. DUNBAR MIDDLE SCHOOL**

**DBN (i.e. 01M001): 08X301**

**Principal: MR. BENJAMIN BASILE**

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

**Superintendent: MR. TIMOTHY BEHR**

**Network Leader: MS. ROXAN MARKS**

**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
Benjamin Basile	*Principal or Designee	
Rich Waltzer	*UFT Chapter Leader or Designee	
Marsha Robinson	*PA/PTA President or Designated Co-President	
Toula Anastasiou	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Veronica Roland	Member/ parent coordinator	
Robert Williams	Member/ teacher	
Terrence Colbert	Member/ teacher	
Richard Waltzer	Member/ teacher	
Carmen Rivas	Member/ parent	
Denise Burkes	Member/ parent	
Patricia Childress	Member/ parent	
Lawrence Vance	Member/ parent	
	Member/	

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

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

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

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>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>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>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>

### Priority Schools Only

<b>x</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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## School Information Sheet for 08X301

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	222	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	9	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.2%	% Attendance Rate			87.9%
% Free Lunch	90.1%	% Reduced Lunch			2.6%
% Limited English Proficient	19.9%	% Students with Disabilities			22.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			31.3%
% Hispanic or Latino	67.3%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			16.3%
% Teaching with Fewer Than 3 Years of Experience	4.4%	Average Teacher Absences			6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.3%	Mathematics Performance at levels 3 & 4			3.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
There is a clear focus on implementing an observation system that leads to formative feedback that improves teacher practice and student outcomes			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
While there is an emphasis on CCLS units of study, there was a lack of focus on tailoring instruction to individuals or targeted groups			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Uncertainty around appropriate alignment to CCLS			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The school has a strong observation system and is very familiar with CCLS due to the 12-13 SCEP			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/> <b>x</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
The goals espoused in the SCEP are ongoing goals that can always be improved upon and therefore are never fully accomplished. There were significant strides towards these goals. Lack of funding in the school budget is a huge obstacle standing in the way of the school community.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/> <b>x</b>

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

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
The major obstacle is a fiscal one. MS 301 lacks the funding to purposefully address the concerns that make it a priority listed school			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Lowering level 1 scores school wide			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders communicate in a variety of ways: formal departmental and grade meetings, informal and formal observation and feedback cycle, inquiry based work, professional development, etc. School leaders believe in maintaining a high level of transparency.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Improved teacher practice and understanding of curriculum will lead to higher student achievement. This should be coupled with an environment that is safe and comfortable for students cognitively, physically, and emotionally			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
Engaging in a consistent cycle of observation where actionable feedback is given to teachers, inquiry based work surrounding looking at student work and engaging in conversations about student holistically. The school also has adopted an instructional focus of productive struggle, encouraging students to cognitively engage in work that is difficult and reap the benefits of trying to solve it using their own strategies and ideas			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
PD focus on scaffolding, extended seat time for students in core subject areas, common professional period for all teachers daily			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
School leaders (Principal and 2 APs) are focused on the school goals, teacher teams are present with appropriate protocols, necessary meetings are formalized			

## 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).			
Strengthen rigor of instructional practice across subject areas to ensure that learning experiences engage students in higher order learning skills.			
<b>Review Type:</b>	QR	<b>Year:</b>	2012-13
<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D

### **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>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
School leaders will implement and engage in a consistent observation cycle based on Danielson's Framework for Effective Teaching and give focused feedback to improve teacher practice and student outcomes, leading to 70% of staff members receiving an effective rating for the 2013-14 school year.

### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. School leaders will frequently observe pedagogues informally and formally and give a rating based on Danielson's Framework. The observations will be followed by feedback given directly to the teachers, targeting areas of improvement. These areas of improvement will inform the teachers personalized PD plan as well as the next cycle of observation for each teacher. Teacher teams will conduct focused interclass visitations for professional development purposes.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. School leaders (Principal and APs) will conduct the formal and informal observations. Teacher Leaders are going to facilitate scheduling and resources, as in shared lesson planning, to arrange regular intervisitation in departmental venues.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. School leaders will analyze the data from observations regularly to identify needs and patterns of individual teachers as well as for the collective pedagogical population. Components receiving ineffective or developing consistently will become the focus of upcoming PD. School leaders will discuss these matters in biweekly cabinet meetings. Feedback from informal and formal observations relative to intervisitations will be provided by teachers and used as artifacts for examination and professional discourse relative to teacher growth.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. The observation process is an ongoing process extending from September to June. Professional focus for the school will be determined by the observation cycle and will change as new needs arise. Departmental intervisitations will be conducted once monthly.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. School leaders will divide the observations by grade and department. Some observations will be made in pairs or groups in order to improve the calibration process. School leaders will set goals for how many observations they plan to complete weekly, monthly, etc. resources in the form of copies relative to shared lesson plans will culminate in 4 sets of lesson plans xfour departements once monthly, totaling 16 rounds of copies monthly.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>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>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).

Strengthen rigor of instructional practice across subject areas to ensure that learning experiences engage students in higher order learning skills

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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### **Tenet 3: Curriculum Development and Support**

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

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>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 of 2014, a minimum of 75% of teachers will implement a curriculum that ensures that learning experiences engage students in higher order thinking, as evidenced by lesson plan and student activities/tasks.

### **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 professional learning community will participate in a three-part cycle designed to fully implement the common core aligned curriculum, improve necessary pedagogical skills, as well as analyze the effects on student outcomes.
2. First, departmental meetings will focus on curriculum analysis and improving teacher practice through a targeted focus informed by the observation cycle and teacher input. Rigorous activities that address clearly defined instructional purposes will be addressed.
3. Second, teacher teams will meet and use a protocol to locate gaps/trends in student work. This information will be used to inform the third part of the cycle which is common planning time where teachers will meet to develop, refine, and revise lesson and unit plans.
4. There will be a particular focus on ICT teachers developing lessons in tandem with content area teachers to more effectively reach SWD population.

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

1. The entire professional learning community, including school leaders, teachers and support staff will be involved in this process.
2. Departmental staff will participate in the examination and revision of subject specific plans.
3. Vertical teacher teams will meet weekly to exercise protocols.
4. Special needs teachers will work weekly with content area teachers relative to lesson planning and curriculum development.

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

1. The professional focus will continually change on a needs basis as determined by the observations conducted as well as the needs expressed by teachers
2. Pedagogical skills will be practiced based on the professional focus, and teacher teams will develop strategies collaboratively to address the gaps/trends identified by looking at student work. The progress should be reflected in improved teacher evaluation ratings as well as improved student performance.
3. Administrators and teacher leaders will provide pertinent feedback monthly to both vertical teams and ICT/general partnerships.

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

1. The work of the professional learning community is ongoing from September to June with a variety of curricular and professional issues being addressed to promote rigor and improved student outcomes.
2. Departmental examination of curriculum and planning will be revisited monthly.
3. Vertical teams will meet twice weekly.

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

1. The school has a common professional period everyday so that teacher teams can meet consistently and have pertinent conversations.
2. Departmental meetings will utilize copies each week relative to shared curricula.
3. Vertical teams will utilize copies of both protocols and shared student work each week.
4. Professional literature relative to ICT planning and curricular considerations will be provided at the outset of the school year: 4 books (Mapping the Big Picture)x 2 ICT and 2 General 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>x</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>x</b>	<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>x</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).											
Promote greater consistency in scaffolding instruction in order for lessons to reflect purposeful grouping with appropriately challenging tasks to maximize student learning.											
<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D				

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
<b>x</b>	<b>4.2 Instructional practices and strategies</b>					<b>4.3 Comprehensive plans for teaching</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.											
Teachers will receive ongoing professional development and frequent observations from school leaders focusing on scaffolding resulting in 75% of teachers scoring Developing or higher in the teacher evaluation system.											

**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.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1. Scaffolding will be a major focus for professional development for the school. Providing scaffolding for the questions asked and the activities administered is the necessary support to allow more students to achieve the desired instructional purposes. Scaffolding techniques will be researched, practiced, discussed, and assessed in departmental meetings, planning sessions and analysis of student work.											
2. School leaders will help teachers develop a scaffolding toolkit with concrete suggestions and ideas on providing supports to students in instruction.											
3. Teachers will receive individual feedback and support as needed, and will be expressed in individual binders relative to work products.											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. The entire professional learning community, including school leaders, teachers, support staff, and students will be involved in this work.											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. School leaders will conduct frequent observations to evaluate the effectiveness of scaffolding techniques and provide feedback on its improvement. Teacher teams will conduct inter-visitations and have common planning sessions to further their development around scaffolding.											
2. A Scaffolding toolkit artifact will be continuously modified and developed.											
3. Individual teacher binders will be reviewed quarterly.											
<b>D. Timeline for implementation and completion including start and end dates</b>											
1. The work around scaffolding is ongoing from September to June during PD, teacher team meetings, and observations.											
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>											
1. The school has a common professional period everyday so teachers and teacher teams can meet regularly to receive PD and share best practices.											
2. Resources in the form of clerical materials, i.e., binders, copies, and pedagogical literature will be provided : one clerical binder x 18 teacher.											
3. A coach will provide insight and direction relative to interventions in the form of scaffolding, that will culminate in a collective toolkit.											

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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>x</b>	<b>PF ELT</b>	<b>x</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>x</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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).											
Enhance the analysis of baseline data in the core content areas to enable all teachers to identify individual student's needs and strengths in order to provide targeted instruction.											
<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D				

**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>5.3 Vision for social and emotional developmental health</b>					
	<b>5.4 Safety</b>				<b>x</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 2013, 75% of students receiving MS 301's case management services and academic intervention will improve attendance and make academic progress.											

**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.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
<ol style="list-style-type: none"> <li>1. A weekly case management meeting, structured to respond to parent and staff concerns, meets weekly to discuss at risk students, their concerns, and possible interventions and assisted solutions. The meeting will consist of: the counseling team, related service providers, a general education teacher, a special education teacher, the school psychologist, the school nurse, a network based student support person, and representatives of the Mayor's Chronic Absenteeism Task Force. Individual student concerns are examined and discussed, including anecdotal information, student work products, and parental or agency related commentary. As individual needs are examined, recommendations are made and executed, coupled with appropriate resources and personnel.</li> <li>2. A three tiered intervention model is implemented to support at-risk students with academic needs pertinent to Literacy and Mathematics: Tier I intervention reflects scaffolding and differentiation the classroom during mandated instructional time for all students; those identified as at-risk receive grouped and individualized attention from the teacher. Tier II intervention reflects extended day venues on Tuesday and Thursday for ELA and Math from 3:30 PM to 5:30 PM; students are grouped by grade and/or ability; skills are reviewed and reassessed regularly. Tier III intervention is a response to a student's specific academic needs and is in addition to the two previously mentioned Tiers. The time and duration varies according to student needs, and is flexible based on student performance. A major component of the Tier III intervention is Read and Succeed, a technology based program that provides individual with targeted programs based on their individual needs. The program is web based and allows students to log on and complete activities pertinent to their deficit areas. Because the program is web based, the intervention can continue at home as well. The program delivers intervention in Literacy and Math.</li> </ol>											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
<ol style="list-style-type: none"> <li>1. Counselors and support staff offer opportunities for mandated and at-risk counseling, as liaisons to municipal and state agencies, to private entities offering services for at-risk youth, and to municipally designated attendance counselors as per the directives espoused by the Mayor's Chronic Absenteeism Initiative.</li> <li>2. Intervention services will be provided by appropriately licensed teachers.</li> </ol>											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											

1. Students tabled at the case management meeting will be provided with the requisite academic and socioemotional supports for at least 4 to 6 weeks. Progress will be assessed at that time and next steps determined. Progress will be assessed at that time and next steps determined.
2. Interventions and socioemotional supports will be delivered to students at a frequency determined by the team based on the student's needs.

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

1. The case management team and the three tier intervention model are yearlong services continuing from September 2013 to June 2014.

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

1. The case management team will have a meeting every Friday morning throughout the academic year. The extended day program will be a fixture from October to May from 3:30 to 5:30 daily. Monday, Wednesday, and Friday will be applied learning venues such as Young Entrepreneurs, Civics club, and athletic enrichment. Tuesdays and Thursdays will be designated for core academic subjects, particularly Literacy and Math, taught by pedagogues and supervised by AP's and the principal. A parallel schedule will be created to accommodate Tier III intervention services. Read and Succeed will function as a Tier III intervention; we will purchase a site license for each child (approximately 250 students). Projected start date is December 2, 2013 and the program will conclude on June 18, 2014.

Educational consultant: Read and Succeed  
 Principal Per Session: 5.5 hours weekly  
 Supervisor Per Session: 2 supervisors at 5.5 hours weekly  
 Teacher Per Session: 6 teachers x 4 hours weekly

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

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

<b>x</b>	<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>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>			<b>x</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

Enhance the analysis of baseline data in the core content areas to enable all teachers to identify individual student's needs and strengths in order to provide targeted instruction.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	d
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**Tenet 6: Family and Community Engagement**

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

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>x</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.

From September 2012 through June 2013, MS 301 will achieve greater communication with parents relative to absenteeism, alternatives to absenteeism, and opportunities to work with the school community to improve student attendance to 90%

**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. A weekly attendance meeting, including parents, pedagogues, counselors, attendance teachers, attendance mentors, network and centrally based support personnel, will study and affect individual students relative to absence and its impact on student performance and achievement.
  2. Individual cases will encompass outreach on the part of attendance teachers, counseling for students and parents, opportunities for participation in a larger case management model, and recommendations to municipal entities that assist families with attendance concerns.
- B. Key personnel and other resources used to implement each strategy/activity**
1. School leaders, counselors, attendance counselors, teachers, parents and community partners such as Leadership Program, Trinity Church, McKinley Community Center will all be involved in the improvement of MS 301's attendance.
  2. A Family Worker and social work team will assist with individual support and outreach.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The participants in the attendance initiative will analyze attendance on a regular basis through formal attendance meetings. Overall school patterns as well as individual attendance concerns will be identified and addressed. The overall school attendance percentage will be consistently monitored. Also, students, classes, and targeted populations will be celebrated as they achieve determined milestones such as perfect attendance.
  2. The case management meeting will monitor individual student progress.
- D. Timeline for implementation and completion including start and end dates**
1. The attendance initiative and analysis of data is a yearlong process extending from September 2013 to June 2014.
  2. Case management will examine individual student needs weekly.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The attendance meeting will be formally held Tuesday mornings and case management will also address specific students on Friday mornings. Counseling sessions, parent meetings, parent programs/info sessions and reward/incentive activities will be scheduled throughout the school year.  
Non Contractual Services: Provide participation and transportation fees for professional development concerning attendance and dropout prevention.

**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>x</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>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

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

**Program Goals**

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

By June 2014, MS 301 will decrease level 1 scores school wide in ELA and Math by 10 % through the use of an ELT program.

**Activities**

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

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

1. First, students will receive more core subject area seat time to allow for more time to delve deeply into content and requisite skills as espoused by the Common Core instructional shifts. Second, students will be offered 2 hours afterschool daily in a variety of remediation and applied learning venues.

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

1. Teachers will be deeply involved in ELT. They will use summative and formative data collected during their class interactions to drive the instruction in the extra academic periods as well as to target deficits and strengths in extended day venues. Leadership Program will also provide programs and personnel during the academic day and afterschool program. A partnership with Lincoln Center gives students more time on task with an arts based approach. Read to Succeed provides a technology based, individually tailored web intervention program students will be engaged in during the school day and at home.

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

1. All students in the school will be exposed to the extra academic seat time in core subject areas. Students struggling in literacy and math will be targeted in certain afterschool venues, as well as by Read and Succeed. The applied learning venues such as Civics club or Young Entrepreneurs will be open to all students.

**Budget and Resource Alignment**

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

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

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

**Community Partnerships**

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

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

Trinity Church provides an offsite venue for enrichment at the church rectory. This year the venue is Pottery Club. The church had a classroom constructed and has all the tools needed including a full kiln. The school provides clay, paint and glaze for the school students as well as parishioners to use. This partnership is funded through a Trinity Wall Street Grant as well as 21<sup>st</sup> Century Grant, priority money and tax levy money. McKinley Housing Community Center offers extended instructional and recreational activities to our students and is involved in our case management, lending insight to students' performance outside of school.

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

The community partners have their own allotted times and locations, so they do not conflict with one another in terms of schedule.

**ELT Program Narrative**

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

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

ELT enables the school to serve students more effectively in a variety of ways because students are receiving more hours of academic, social, and emotional attention and support. ELT's primary objective is increased seat time for all students in core subject areas. For example, students were receiving 6 (54 min) periods of ELA a week in 2012-13. In 2013-14, students are receiving 9 periods of core ELA, allowing more time for close reading and specific skill development. More seat time in science allows students to engage in more hands on lab based exploratory lessons, and in social studies allows students to engage in more debates, grant writing, and community service.

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

ELT also accounts for extended day opportunities for 2 hours everyday after the end of the regular school day. The extended day venues provide remediation in literacy and math, applied learning venues (Civics club, Young Entrepreneurs), and athletic endeavors such as Martial Arts, Junior Knicks basketball, and Flag Football. There are also parallel programs designed to provide individualized interventions, ELL instruction, and counseling (mandated and at risk).

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

Providing teachers with more core periods allows teachers more time to try multiple entry points for students and allows teachers more time spent on task to achieve mastery. The school's PD focus on scaffolding techniques will be incorporated daily, and ELT provides more opportunity for specific scaffolding leading to more targeted instruction.

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

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

. A three tiered intervention model is implemented to support at-risk students with academic needs pertinent to Literacy and Mathematics: Tier I intervention reflects scaffolding and differentiation the classroom during mandated instructional time for all students; those identified as at-risk receive grouped and individualized attention from the teacher. Tier II intervention reflects extended day venues on Tuesday and Thursday for ELA and Math from 3:30 PM to 5:30 PM; students are grouped by grade and/or ability; skills are reviewed and reassessed regularly. Tier III intervention is a response to a student's specific academic needs and is in addition to the two previously mentioned Tiers. The time and duration varies according to student needs, and is flexible based on student performance. A major component of the Tier III intervention is Read and Succeed, a technology based program that provides individual with targeted programs based on their individual needs. The program is web based and allows students to log on and complete activities pertinent to their deficit areas. Because the program is web based, the intervention can continue at home as well. The program delivers intervention in Literacy and Math.

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

ELT allows for and requires frequent assessment. Formative and summative assessment data will be collected regularly and used to plan lessons and activities. Students interests and performance are assessed in extended day venues as well to determine the effectiveness and pertinence of the respective programs.

### 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>	<p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of ELA intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.</p>	<p>Whole class, small group, individual, based on the tiered setting.</p>	<p>Delivery of services is offered during the school day and during an extended day setting, including calendared Saturdays.</p>
<b>Mathematics</b>	<p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of Math intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.</p>	<p>Whole class, small group, individual, based on the tiered setting.</p>	<p>Delivery of services is offered during the school day and during an extended day setting, including calendared Saturdays.</p>

<b>Science</b>	An extended day program that provide and extensive support in science concepts, labs, and creating exit projects.	Designated at risk students.	Tuesdays and Thursdays during the extended day setting.
<b>Social Studies</b>	Student government and outreach program that teaches and applies basic social skills to community involvement and relations.	Designated at risk students.	During extended day and advisory periods.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual or group intervention based on mandated or at risk services are delivered as designated or needed by counselors and social workers.	Individual or small group as mandated or needed relative to identified risk(s).	Services are provided during the school day.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school has a hiring committee consisting of school leaders, teachers, and at times, student leaders. The hiring committee prepares questions about instructional practice, social development of adolescents, as well as questions that give insight into who the potential candidate is personally. The candidate is discussed and may be asked to provide a demo lesson or lesson plan. The candidate is then considered, and the decision is made by the committee. The teachers are also provided with a common planning time where they can plan subsequent lessons, look at student work vertically and horizontally, and engage in inquiry based work. School leaders engage in multiple visits of classrooms in order to better understand the work that teachers and students are doing. This provides school leaders with the information to participate in pertinent conversation with teachers around best practices and around what are the best supports and resources needed to improve school situations.

**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).
Professional development is provided departmentally around specific curriculum and pedagogical needs. More tailored professional development is delivered to specific teachers or subsets of teacher based on needs evidenced through formal and informal observation. Teachers are involved in intervisitations and have a common professional period where they can share best practices, coplan, and look at student work in an inquiry based approach.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Professional development is funded relative to priority monies and tax levy funds; teacher per session for 220 hours, and administrative per session for 120 hours, are allocated to provide adult learning opportunities before and after school.

**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.
Staff is afforded opportunities for discourse with vendors and other providers of multiple assessments relative to our identified needs, which assists the administration in making decisions concerning the implementation, execution, collection, and interpretation of assessments. Decisions are influenced and guided by the opportunity for professional and adult development relative to assessments, their execution, and their interpretation.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Continued discourse and development concerning pedagogy and its development will better prepare teachers to intervene and develop identifiable deficits relative to CCLS and the curricula driving them; a concentration on improved pedagogical practice, the implementation and interpretation of assessment, and pertinent feedback concerning student performance that includes clear "next steps" will assist participating students with meeting 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).

Because our TA program concerns the improvement of pedagogical practices, professional development practices are embedded in the regular educational program, and reflection of practices occurs during development times, Inquiry, and departmental meetings for core subjects.

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## **Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



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

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

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>301</b>
School Name <b>Paul L. Dunbar</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>Benjamin Basile</b>	Assistant Principal <b>Hesham Farid</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Michelle Schindelheim+6</b>	Guidance Counselor <b>Lorna Campbell</b>
Teacher/Subject Area <b>Robert Williams SS</b>	Parent <b>Marsha Robinson</b>
Teacher/Subject Area <b>MARCIA DAVIS ELA</b>	Parent Coordinator <b>Veronica Roland</b>
Related Service Provider <b>Krystal Cleveland</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Roxan Marks</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>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>1</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>1</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>231</b>	Total number of ELLs		ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in							10	13	15					38
Pull-out							1	2	1					4
<b>Total</b>	0	0	0	0	0	0	11	15	16	0	0	0	0	42

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	13
SIFE	9	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	14

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	27	6	4	7	2	2	14	1	7	34
Total	27	6	4	7	2	2	0	1	7	34

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	15	16					42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	11	15	16	0	0	0	0	42

## 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)							3	6	4					13

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)							3	3	5					11
Advanced (A)							6	7	5					18
Total	0	0	0	0	0	0	12	16	14	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
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									0
6									0
7									0
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use Fountas and Pinnell Running Records to assess students literacy skills; ELLs are seen as in need of targeted intervention relative to the lower scores on the aforementioned assessments. The ELL student read on Levels L - N on the F&P scale. Therefore, our ESL teachers focuses on beginner reading material with word recognition and vocabulary acquisition.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?  
ELLs are in need of language and literacy acquisition in L2 language. The majority of or students tested with the LAB-R are beginners. The NYSELAT data shows a close proportional breakdown among beginner, intermediate, and advanced students: 14, 10, 17 respectively. Similarly, the distribution of levels among the 3 grades is fairly equal. The approach for beginners is both pull out and push in model.
3. How will patterns across NYSELAT 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](#))  
Student needs relative to the modalities expressed on NYSELAT are addressed via a push in model relative to free standing ESL program. Beginner ELLs are instructed in an NLA class to solidify conventions of language and literacy as per the AMAO toolkit; curricula employed in core is reflected in the NLA instruction, along with several modalities for learning and language acquisition.
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?Results from periodic assessments afford instructors opportunities for differentiation in the classroom and through RTI; individualized action plans for each student are based on the examination of repeated assessment results.
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](#).)  
RTI responds to specific needs that often reflect remediation in areas reflective of language acquisition; vocabulary, conventions of language, and fluency in speaking, reading, and writing are primary and individualized.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second Language development is not only pursued and measured in the freestanding ESL program and its subcomponent the NLA program for beginners, it is also embedded in unit planning for core subjects.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success will be determined by student performance on the NYS ELA and NYSELAT exams. The goal is to achieve growth in ELA performance level and to move students a minimum of one level on the

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The HLS is administered after students are screened by the ESL teacher and clerical intake. The LAB-R is then administered accordingly.
  2. My licensed ESL teacher, Michelle Schindelheim, who is TESOL certified, addresses individual parents and holds parent workshops in conjunction with the Parent Coordinator to best advise and illicit responses from parents intereseted in ELL services for their child/children.
  3. Entitlement letters are distributed as suggested in the ELL toolkit. Letters are mailed, and sent home with parents and students. When necessary, they are delivered to the home via carrier.
  4. Parents are brought to a spearate location, i.e., the ESL room, and parents are introduced to the curriculum and assessments used to promote language acquisition. The necessary L1 language is employed to communicate.
  5. Parents overwhelmingly choose freestanding ESL.
  6. Our freestanding ESL program has been requested formally through the Parent's Association and the Parent Coordinator's Office. The program, along with other models, is also introduced and explained upon request.
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.  
Paste response to question here:
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 [\[see tool kit\]](#).)  
Paste response to question here:
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.  
Paste response to question here:
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.  
Paste response to question here:
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.   
Paste response to question here:

# 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])?
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:
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?

Paste response to question here:
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?

### 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

**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:	Spanish			
Social Studies:				
Math:				
Science:				

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

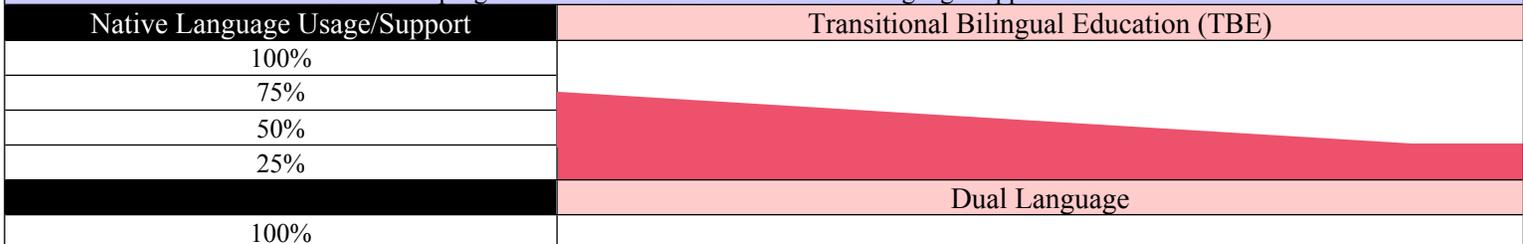
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

1. The organizational models are: Departmentalized, Push – In (Co-Teaching), Pull-Out. The program models are: The class travels as a group and homogeneous

2.

Students that scored at the “Beginner” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Intermediate” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Advanced” level, are receiving the 180 minutes of ESL instructional times. This is delivered by having the children meet with the ESL teacher for 4 periods weekly. Each period meets for 45 minutes.

3.

The ESL teacher utilizes the following techniques in working with students:

- Pair and group work
- Modeling for students
- Monitoring students, and correcting when necessary
- Following through and checking on students
- Repetition and choral practice: In the following patterns: Whole class, half the class at a time, groups, individual checks
- Homework and homework correction

4.

Scaffolding is used to support learners and facilitate the construction of meaning and knowledge.

One way instruction for English language learners is scaffolded, is by differentiating learning tasks and materials and providing a variety of verbal and academic supports, from both the teacher and more proficient peers, so that students are able to meaningfully engage in content area learning and acquire the necessary language and academic skills necessary for independent learning.

This includes a variety of components: First, the teacher provides continuity in the classroom. In this way, tasks are presented, that are repeated throughout instructional sequences with variations and that are interconnected to each other and the curriculum.

Secondly, the teacher provides support from context. Students should be encouraged to explore topics in a risk free learning environment and be provided with a variety of ways to meet learning goals and objectives.

Finally, the teacher creates learning contexts where learners increase their autonomy as their skills and confidence increase. Continuity of tasks facilitates learners in being able to take over portions of the task and become independent learners.

Differentiated instruction is well organized, well planned and addresses not only different ability levels, but also different needs, interests and strengths of the learners. Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests and learning style.

a. SIFE

Lack basic literacy in their native language and since we don't have a bilingual program, we will use basic literacy techniques like phonics, leap frog etc

b. With newcomers

Work on:

Non verbal cues

Listening and oral language development

Listening and speaking

TPR (Total Physical Response)

c. 4-6 years

It's important that you use content area, vocabulary development so that they can master the content of exams

Will provide mandated service based on the NYSESLAT score

And will look at subtests to see where I need to target instruction

d. Long term ELLs

Will look at their subtests in the NYSESLAT, in addition to analyzing the strands of their assessment, to see what content they haven't mastered

Place them in an after school program so that they can make gains

e. Special needs

I would review the NYSELT along with the IEP, to make sure that they are receiving the correct supports in special ed and to make sure that there is coordination among my services and theirs, so that we can support each other and help this student succeed

### 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.

Paste response to questions here:

### 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?

All parent workshops are delivered bilingually, with a translator available at every meeting; specific workshops targeting speakers of languages other than English are available; parents are surveyed for relevant topics to be offered; because the workshops are requested by parents, they are seen as helpful and supportive.

### 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Benjamin Basile	Principal		1/1/01
Hesham Farid	Assistant Principal		1/1/01
Veronica Roland	Parent Coordinator		1/1/01
Michelle Schindelheim	ESL Teacher		1/1/01
Marsha Robinson	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lorna Campbell	Guidance Counselor		1/1/01
Roxan Marks	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: **08X301** School Name: **Paul L. Dunbar**

Cluster: **4** Network: **401**

**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.

Parent meetings and community based events, along with current ELL data, are used to survey needs relative to language translation. Translation is matched to those needs as necessary.

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.

Approximately 40% of the school community speak a language other than English at home (sometimes in tandem with English and, in the case of many ELL designees, as the sole language spoken in the home). The School Leadership Team and Faculty were made aware of these statistics.

## 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 translations of all documents that are given to the public are produced in English and Spanish. These translations are done internally

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 translations of all documents and initiatives that are given to the public are produced in English and Spanish. These translations are done internally

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>.

Parents are notified in the requisite languages surveyed and are given opportunities to request further services or clarification.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

#### Part A: School Information

Name of School: MS 301	DBN: 08X301
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

#### Part B: Direct Instruction Supplemental Program Information

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The extended day supplemental program provides direct instruction to ELL students relative to ELA and Mathematics. Beginner, Intermediate, and Advanced students are invited to participate. The language of instruction is Spanish; the program takes place Tuesday and Thursday from 3:30-5:30. Two teachers, an ESL and Science teacher who is TESOL certified. The program will incorporate IREADY for ELL's, published by Curriculum Associates.

### Part C: Professional Development

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

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

Begin description here: Full staff training will be offered by the Leadership Program relative to classroom pedagogy and instructional practices. Training will take place over four sessions during the second term of the year. Our rationale is to allow facilitation in all classes not simply during the allotted ESL time offered to students.

### Part D: Parental Engagement Activities

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

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

Begin description here: Because parents need opportunities for training to help facilitate learning at home, we are providing the Leadership Program, which will facilitate three workshops to teach parents how to work with students transitioning from L1 to L2 Spanish to English language. Topics include HW support, examining and understanding the curriculum, and vocabulary support and reinforcement.

### Part E: Budget

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

Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$7,982.40	40 hours per month x4 months split between two instructors, one ESL and one content ESL
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$2800	Leadership Program for Adult development including staff and parents.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$417.60	Iready from Curriculum Associates
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	11,200