



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE LEADERSHIP & COMMUNITY SERVICE ACADEMY – CIS 303

DBN (i.e. 01M001): 09X303

Principal: PATRICIA BENTLEY

Principal Email: PBENTLE@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: MARLENE WILKS

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
Patricia Bentley	*Principal or Designee	
Megan Kennelly	*UFT Chapter Leader or Designee	
Dashaland N. Brown	*PA/PTA President or Designated Co-President	
	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	
Josephine Barreto	Member/ DC-37	
Teresa Gill	Member/ Parent	
Chrissy Morales	Member/ Parent	
Maria Quiles	Member/ Parent	
Beverly Dominguez	Member/ Parent	
Samantha Cato	Member/ UFT	
Stephanie Carlson	Member/ UFT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 09X303

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	325	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	96.5%	% Attendance Rate		91.2%	
% Free Lunch	98.8%	% Reduced Lunch		0.3%	
% Limited English Proficient	14.0%	% Students with Disabilities		28.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American		23.8%	
% Hispanic or Latino	75.3%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	12.99	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.6%	
% Teaching with Fewer Than 3 Years of Experience	31.3%	Average Teacher Absences		7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		9.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		57.7%	
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		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	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	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	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			
Describe the strengths of your school's 12-13 SCEP.			
Last year's CEP moved us strongly forward, moving us to refining our curriculum, deepen rigor, and differentiating instruction. It laid the groundwork for a serious step up in terms of staff practical knowledge of the common core. We trialed our writing tracking system in the 4 th term in 2012-2013 and it has been implemented school-wide since October of this year, along with a similar tracker for mathematics. Teachers trialed the Student Work Protocol on a regular basis and we have revised it for the current year to make it more responsive; focusing teachers on how to shift instruction and provide explicit feedback based on student work evaluation. The results of this work led to significant gains in writing level across three strands of writing			
Writing Data			
Whole School Growth Data:			
Growth in years from September- June In three strands (organization, ideas , sentence fluency and word choice)			
All students 1.54 years			
ELL students 2.21 years			
IEP students in three strands : 1.37 years			
Describe the areas for improvement in your school's 12-13 SCEP.			
1.To clearly articulate a defined focus for student improvement which would Include an instructional component in grade team meetings			
2. To strengthen consistency throughout the curriculum			
3.To provide Professional Development to teachers in differentiation and monitor its practice			
4. To provide student safety and support			
5. To increase numbers of parents attending workshops			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
With the addition of having four ICT classes and eight first year teachers, this presented a considerable challenge. Even though we have built capacity in our school, we did not have the funding to allow these competent teachers to play a large role in providing support and PD for other teachers (This year, with TIF Grant which includes funding for two Peer Instructional Coaches and three Demonstration Teachers, this problem will be alleviated.)			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The plan was successfully implemented, but as a result of the aforementioned barriers, many teachers still have considerable room for improvement. The creation of our Coaching Team this year, along with the implementation of Advance Teacher Effective program, will greatly contribute to our further improvement this year. The school received an A on its DOE yearly progress report (moving from a C) and finished in the 84 th percentile city wide in ELA growth of our lowest third students.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
		x	
If all the goals were not accomplished, provide an explanation.			
Goal Two was to increase the number of students scoring level 3 or 4 on the State test. The New Common Core test resulted in a state wide tests score decline, which was reflected in our school.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	No
	x		

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
This year we have six first year new teachers along with eight second year teachers, but with our newly created Coaching Team, this should prove less of a challenge than it was last year.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
ELL Students' Target #1: Increase the number of ELL Students moving one proficiency level as measured by the NYSESLAT Assessment by 10%.			

ELL Students' Target # 2: By June 2014 the average writing growth of ELL students across each strand of the CIS 303 CCLS aligned writing rubric will 1.5 years.

SWD Students' Target #1: By June 2014 the average writing growth across each strand of the CIS 303 CCLS aligned writing rubric will 1.5 years.

Black and Hispanic Students' Target #1: By June 2014 the average writing growth across of Black and Hispanic students each strand of the CIS 303 CCLS aligned writing rubric will 1.5 years.

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

The school leaders will communicate to parents via monthly SLT meetings and parent workshops. Leadership will communicate with teachers during weekly curriculum meetings, bi-weekly curriculum after-school meetings, monthly mandated faculty meetings, and retreats.

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

If all literacy teachers become knowledgeable about the skills that develop syntax (Research base: Hochman Basic Writing Skills Program) and Academic Vocabulary Acquisition (Research base- Isabel Beck), provide direct instruction, ongoing practice, assessment and regular explicit feedback (Research base: John Hattie) assessments of these skills, including the collaborative viewing and analysis of student work products, as a result, our students reading, writing and oral language skills will improve. Further, if Mathematics teachers engage in professional learning of the knowledge and skills to effectively use the Connected Math Program and collaborate to develop lesson plans, assess, view, analyze student work and provide explicit feedback, then students' mathematical knowledge will increase. As a result of this, core instruction and systems most closely related to teaching and learning will be more closely aligned and student performance will continuously improve and sustain over time.

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

Identify a limited number of priority areas

Identify a limited number of high-leverage, research-based strategies that guide each priority (Hochman, Hattie, Beck)

Identify student outcomes, teacher and administrator actions for each priority area

Prioritize the use of resources to support implementation of the strategies

Identify measurable benchmark targets and associated time lines to monitor implementation

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

Implementation of the Hochman Basic Writing Skills Program, which has demonstrated remarkable gains in student reading, writing, and oral language and has been endorsed by David Colman "The systematic teaching of analytical writing [via the Hochman Method] is about accuracy and precision.... When embraced in concert across content areas it is the core of college readiness." (Source: College Board Forum October 24, 2013)

Explicit writing and math learning targets that are being closely tracked to enable teachers to provide short turn around, explicit feedback to students

School-wide approach to Academic Vocabulary development

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

The school now has two Peer Instructional Coaches, three demonstration teachers, and a Fordham University Intern

The school received an A on its NYCDOE 2012-2013 Annual Progress Report (moving from a C)

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).			
Deepen the quality of academic tasks to effectively challenge all students and close the achievement gap. (1.1)			
Review Type:	QR	Year: 2012-2013	Page Number: 5
			HEDI Rating: E

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
2.2 School leader's vision	x	2.3 Systems and structures for school development	
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness	

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 100% of teachers will have a participated in norming the key domains (as per DOE citywide expectations)of the Danielson Teacher Effectiveness Rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2. Plan for, and implement ongoing Professional Development of teachers.
3. Administrators will conduct multiple classroom observations and review relevant teacher artifacts to meet Advance requirements.
4. Engage teachers in structured collaborative peer observations.
2. Key personnel and other resources used to implement each strategy/activity
1. Peer Instructional Coaches, Demonstration Teachers, Administrators, DOE TIF Teacher Effective Ambassador, DOE PIC Teacher Team Leader (TTL), Literacy Consultant.
2. Administrators, DOE Talent Coach
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Target: By the end of December - five PD sessions on elements of Danielson Rubric , Target: By the end of March - Total of seven sessions on elements of Danielson Rubric Target: By the end of June -Total of 10 PD sessions on elements of Danielson Rubric
2. Target: By the end of December - two Observations completed for each teacher. Target: By the end of March - four Observations completed for each teacher. Target: By the end of June - six Observations completed for each teacher.
3. Target: By the end of December - One Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team. Target: By end of March: Two Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team. Target: By May 31 st Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team.
4. Timeline for implementation and completion including start and end dates
1. By end of December five - PD sessions on Elements of Danielson Rubric, by end of March Total of seven sessions , by end of June Total of 10
2. By the end of December - two Observations completed for each teacher. By the end of March - four Observations completed for each teacher. By the end of June - six Observations completed for each teacher.
3. By the end of December - One Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team. By end of March: Two Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team. By May 31 st Peer Instructional Observational Round completed by teacher teams and reviewed by the Admin Team.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Faculty meetings and retreats (4 teachers X 2 hours X 6 sessions planning) (see Galaxy)
2. Grade Team meetings

3. After school 15 teachers X 2 hours X 6 sessions after school (see Galaxy)

Budget and Resource Alignment

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

	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #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).

Deepen the quality of academic tasks to effectively challenge all students and close the achievement gap. (1.1)

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, student reading levels will have increased by an average of 1.3 years as measured by the Fountas and Pinnell Benchmark Reading Assessments

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

6. Create an engaging school-wide Academic Vocabulary Program based on the research of Isabel Beck
7. 100% teachers and 100% of students will engage in an Academic Vocabulary Program
8. Benchmark Vocabulary Data will be tracked and reviewed on an ongoing basis
9. 80% of teachers will receive Professional Development in Judith Hochman's Basic Writing Skills Program
10. 100% of teachers will incorporate Basic Writing Skills activities in their lessons
11. Create a Coaching Team comprising of PIC Coaches, Graduate School Interns, math lead teacher and literacy consultant.

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

1. ESL Coordinator, Assistant Principal and Literacy Consultant will develop, manage, and promote program
2. Academic Vocabulary instruction will take place during extended time
3. Data Specialist, ESL Coordinator, Literacy Consultant, and Data Team
4. Focus Priority funds for PD on Hochman/Retreats
5. PD provided by Literacy Consultant, Coaching Team, and Assistant Principal
6. PIC Coaches, Graduate interns, math lead teacher

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

1. Target: Academic Vocabulary Handbooks sent to teachers on Sept 20th

2. Target: Academic Vocabulary Program started on Sept 23rd.
3. Target Benchmark Vocab: Baseline Vocabulary Assessment administered Oct 1st Target: Benchmark Vocab: Mid line assessment administered by Feb 1st Shows an average of 10 % increase in student vocab knowledge Benchmark Vocab: Target Endline Vocabulary Assessments administered by June 1st : Shows a 20% increase in vocabulary knowledge Target: Data spreadsheet published by Jan 31st
4. Target: 50% of Staff trained by Dec 31st Target 80% trained by June 26th
5. Target: Dec 31st 60% ELA Teachers, 60 % of Science and Social Studies Teachers, Health , PE Art and Technology teachers incorporating Basic Writing Skill activities in lessons Target: June 2014 80% of teachers will incorporate Basic Writing Skill activities in lessons
6. Target: Coaching Team Meets weekly Target: Coaching Team surveys participant evaluation after each PD session Target: admin team review coaching team minutes, surveys and activities Target: Benchmark Reading February Assessment- Average of .6 of a year's growth Benchmark Reading May Assessment- Average of 1.2 year's growth

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

6. Program send to teachers by Sept 20th
7. Program started on Sept 23rd.
8. Benchmark Vocab: Baseline Vocabulary Assessment administered Oct 1st Benchmark Vocab: Mid line assessment administered by Feb 1st Benchmark Vocab: Endline Vocabulary Assessments administered by June 1st , Data spreadsheet published by Jan 31st
9. 50% of Staff trained by Dec 31st , 80% trained by June 26th
10. Dec 31st 60% ELA Teachers, 60 % of Science and Social Studies Teachers, Health , PE Art and Technology teachers incorporating Basic Writing Skill activities in lessons . June 2014 80% of teachers will incorporate Basic Writing Skill activities in lessons .Benchmark Writing assessments: September – Feb: .7 of a year's average growth Feb – June 1.5 year's average growth
11. Weekly Coaching Team meetings, Admin Team check in on these targets Dec, Feb, June

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

1. Per-Session for Assistant Principal to create Academic Vocabulary Handbooks 1 principal X 2 hours, 1 supervisor X 2 hours, 1 teachers X 2 hours X 6 sessions (see Galaxy)
2. Extended Day (see Galaxy)
3. Per-Session Data Specialist, ESL Coordinator, Literacy Consultant, and Data Team 2 teachers X 2 hours X 10 sessions (see Galaxy)
4. Focus Priority funds for PD on Hochman BWS Presented by Judith Hochman - 9 teachers 4 days 1/9, 1/6 1/23. 1/30 x 4 hours each training session (see Galaxy)
5. Per-Session for all teachers for PD from Literacy Consultant, Assistant Principal, and lead teachers 15 teachers X 2 hours X 8 sessions (After school PD) (see Galaxy)
6. After hours PD session for coaching teams 4 teachers x 2 hours x 10 sessions (see Galaxy)

Budget and Resource Alignment

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

	PF Set Aside	Tax Levy	X	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS	PF CTE		PF College & Career Readiness	X	PF Common Core	
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs			PF RTI		PF Supporting Great Teachers & Leaders	

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

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

Major Recommendation

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

Improve upon the use of data to further develop teaching practices that promote academic rigor and improve student outcomes for all learners.1.2

Review Type: QR	Year: 2012-2013	Page Number: 5	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014 the average writing growth across each strand of the CIS 303 CCLS aligned writing rubric will be 1.5 years.

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. All subject teacher teams will evaluate student writing assessments a minimum of four times per year using a standardized student work protocol.
2. 100% of teachers will include checks for understanding in every appropriate lesson plan and use this data to modify subsequent instruction and provide explicit feedback.
3. Reading, writing, vocabulary and math Benchmark data will be collected, disaggregated by subgroup, and be analyzed by the Data Specialist and Cabinet following each Benchmark assessment period to evaluate the efficacy of teaching programs.
4. A comprehensive, public tracking system of standards based learning targets in writing and mathematics will be created to provide explicit ongoing monitoring of student progress throughout the year. This information will be utilized to form student formative assessment feedback and differentiated planning.
5. Multiple Professional Development opportunities in differentiation of Instruction will be provided for all teachers.

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

1. Literacy consultant will model for PIC coaches and graduate interns (Coaching Team) in facilitating Inquiry Team meetings. Math Coach will model for the Math lead teacher as well. Grade Level Curriculum Team meetings will be used. All teachers.
2. Principal and Assistant principal will monitor differentiated instruction through observation and examination of teacher artifacts and lesson plans. DOE Talent Coach and Network Achievement coach to assist. All teachers.
3. Data Specialist and Cabinet will work together to ensure Benchmark Data collection tools are fine-tuned (reading, writing and math and developed (academic vocabulary) to ensure clear tracking of school goals. This information will be shared school-wide at Departmental meetings.
4. Math lead teacher and literacy consultant will develop tracking systems. Administrators and Data Specialist will monitor data collection.
5. Coaching team will provide professional development on differentiation supported and facilitated by literacy consultant. Professional Development will take place during Grade Level Curriculum Team meetings.

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

1. Benchmark Writing assessments: September – February Target: 0.7 of a year’s average growth. February – June Target: 1.5 year’s average growth
2. December Target: 60% of teachers include planned checks for understanding in lesson plans. March Target : 60% of teachers include planned checks for understanding in lesson plans, and June Target: 100% of teachers include planned checks for understanding in lesson plans.
3. Target: November 1st Reading, Writing and Math spreadsheets will be completed, posted in Google docs and be accessible by all teachers. By January 31st Academic Vocabulary Benchmark Data Tracker will be operational.
4. Target: November 1st - Writing and math standards based ongoing tracking systems will be displayed in classrooms: Teachers are maintaining learning target tracking
December Target: 100% of teachers March Target : 100% and June Target: 100%
5. PD Target: by December 3 PD sessions on Differentiation , March Total of 6 sessions June Total of 8

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

1. Inquiry Team will meet biweekly (exceptions noted on PD planner) from October- June Benchmark Writing assessments monitoring : September – February 0.7 of a year’s average growth February – June 1.5 year’s average growth
2. Observations will be ongoing from September – June Administration Team - December 60% of teachers include planned checks for understanding in lesson plans. March : 60% of teachers include planned checks for understanding in lesson plans, and June 100% of teachers include planned checks for understanding in lesson plans.
3. Benchmark Data will be collected September, February and June -Data Team will meet every 8 weeks. Nov 1st Reading, Writing and Math spreadsheets will be completed, posted in Google docs and be accessible by all teachers. By Jan 31st Academic Vocabulary Benchmark Data Tracker will be operational.

4. Tracking system will be an ongoing collection of data Sept- June
 5. By December 3 PD sessions on Differentiation , March Total of 6 sessions June Total of 8
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Literacy Consultant, Coaching Team and demonstration teachers - TIF Funding Per session for teachers and coaches Math Coach (see Galaxy)
 2. Administration, literacy consultant, and coaching team will check lesson plans. This will also be checked during formal and informal observations.
Academic After-School Intensive Jan. 6, 2014 - May 30, 2014 15 teachers X 2 hours X 28 sessions , 1 supervisor X 2 hours X 28 sessions, 1 principal X 2 hours X 28 sessions (see Galaxy)
 3. Per-session for Cabinet, Coaching Team, and Data Specialist 4 teachers x 5 hour Sept. – June (see Galaxy)
 4. Per-session for Cabinet, Coaching Team, and Data Specialist 1 teachers x 20 hour Sept. – June (see Galaxy)
 5. Sept - June Faculty meetings

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Improve upon the use of data to further develop teaching practices that promote academic rigor and improve student outcomes for all learners.1.2 *** N.B. On the last two interventions, State QR 2011-2012 and DOE QR 2012-2013 there were no recommendations specifically connected to this tenet.

Review Type: QR	Year: 2012-2013	Page Number: 5	HEDI Rating: D
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

90% of students will feel safe and supported in their social and emotional Health as measured by DOE Learning Environment Survey

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. Maintain and develop comprehensive Advisory Program
2. Survey students to monitor student social and emotional health status
3. Provide ongoing PD in Positive Framing and Emotional Constancy for teachers based on “Teach Like a Champion” techniques
4. Support the use of social work interns

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

1. Administrative team , All teachers, Retreats, and Curriculum Time
 2. Administrative team
 3. Administrative team , All teachers, Retreats, and Curriculum Time
 4. School Social Worker and Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Target: Advisory program begins September 16th in every classroom Target: Observation data on Advisory is shared and analyzed at Administrative teams once every 6 weeks
 2. Target: Mid Year Survey Out by January 31st – Analyzed by February 14th Target: Year End Survey : Out by May 31st Analyzed by June 10th
 3. Target: Admin Mid Year Review February: TLAC Meetings take place at least once per month Target: Admin Year End Review June: TLAC Meetings take place at least once per month
 4. Target: By October 31st there are 3 Social Work Interns
- D. Timeline for implementation and completion including start and end dates**
1. Advisory Program takes place daily from September- June
 2. Surveys January and May
 3. TLAC Grade meetings run October – June
 4. Social work interns work October - June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Advisory takes place from 9:00 to 9:30 AM from Monday to Friday
 2. Online surveys through Survey Monkey will be utilized (see Galaxy)
 3. Purchase of Teach Like A Champion book for all staff (see Galaxy)
 4. School Social Worker has weekly meetings with interns

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
	PF Set Aside		Tax Levy		X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.												
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .												
X	PF AIS		PF CTE			PF College & Career Readiness				PF Common Core		
	PF ELT		PF Inquiry Teams			PF NYS Standards and Assessments				PF Parent Engagement		
	PF Positive Behavioral Management Programs					PF RTI				PF Supporting Great Teachers & Leaders		

Goal and Action Plan #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).												
*** N.B. On the last two interventions, State QR 2011-2012 and DOE QR 2012-2013 there were no recommendations specifically connected to this tenet.												
Review Type:	DOE Learning Environment Survey	Year:	2011-2012	Page Number:	7	HEDI Rating:	N/A					

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.												
	6.2 Welcoming environment						6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities					x	6.5 Use of data and families					

Annual Goal #5

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

To increase the number of parents and family members logging on to the school electronic grading system by 10%.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Provide training for parents on access to grading system
2. Provide regular opportunities for students to access the grading system in class, so that they can share their knowledge and investment with parents

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

1. All Staff, Parent Coordinator, SLT
2. All Staff, Advisory Program

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

1. Target: Meet the Teacher Night (20% of parents will have logged in). Following the first Parent Teacher conferences (November 2013), 35% of parents will have logged in.
2. Target: Students will log in monthly to check their grade progress

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

1. November – June
2. November – June

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

1. Per-session for staff and cabinet (see Galaxy)
2. Advisory Programs

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Phonics Intervention ESL Intervention – Reading, Writing, and oral language instruction ELA Support – complex Text practice Push in/pull out ELA	Small Group Small Group Small Group Small Group	Before school, after school, and during the school day Before school, after school, and during the school day After school, during the school day, and Saturday Academy Before school, after school, and during the school day
Mathematics	Math Intervention support Math cluster – focus on mathematical practices	Small Group Small Group support	Before school, after school, and during the school day Before school, after school, and during the school day
Science	Science Intensive	Small Group	Before school, after school, and during the school day
Social Studies	Social Studies Support	Small Group	Before school, after school, and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Boys Group Girls Group Scholars' Academy (H.O./Overage Group)	One to One Small Group Small Group Small Group	During the school day During the school day During the school day During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategic recruitment including hiring Teach for America candidates Hiring of content specialist TIF Grant (Demonstration Teacher and Peer Instructional Coaches) New Teacher Institute New Teacher Monthly Luncheon New Teacher Individual Mentor/Mentee Program Curriculum and Grade Team daily meetings

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).
Creative School Solutions consultant will provide professional development in literacy across the curriculum, school curriculum support and in school Hochman BWS. In depth involvement with the "Hochman Project" at Brauch College for professional development in the Basic Writing skills program TIF Grant (Demonstration Teacher and Peer Instruction Coaches) Participation in CMP professional development offered by the DOE Centrally provided professional development on the Danielson rubric and core components of Advance Professional Development on common core during Curriculum and Grade Team daily meetings Professional Development on common core bi-weekly after-school Curriculum meetings Retreats

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Core Learning School Supplies, materials, and clothing are provided ongoing throughout the school year. Advisory Program is used to support students' emotional, mental, as well as academic needs. RCCP (Resolving Conflict Creatively Program) is implemented school wide to give students strategies in coping with conflict and stress. Academic trips are planned to support common core Extra-Curricular/Enrichment Activities (Basketball, Fitness Club, etc)

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A committee of teachers and administrators was formed in August. This team participated in training provided by the city and subsequently turnkey this information with all teachers before making the decisions regarding the assessments to be used.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

I. General Expectations

CIS 303 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. CIS 303 will involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. CIS 303 will involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. CIS 303 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. CIS 303 will coordinate and integrate Title I parental involvement strategies.
5. CIS 303 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. CIS 303 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - b. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - c. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parental participation. This policy was adopted by CIS 303 on September, 2005 and will be in effect for the period of 2013 – 2014. The school will distribute this policy to all parents of participating Title I, Part A children in the beginning of each school year.

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

The Leadership and Community Service Academy – CIS 303 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2013-2014.

School Responsibilities

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - **Ongoing Learners**
 - ✱ Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.
 - ✱ Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.
 - **Nurturing Community**
 - ✱ The seventh grade will pilot the implementation of the Resolving Conflicts Creatively Program.
 - ✱ There will be one presentation or assembly per marking period addressing the social needs of students.
 - **Value of Achievement**
 - ✱ There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.
 - ✱ There will be a National Junior Honor Society with an inducted group of students from all grade levels.
 - **Self-Development**
 - ✱ There will be at least one peer observation per teacher with feedback per marking period.
 - ✱ There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.

- **Willingness to do one's best**

- There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 19, 2013 from 1:30 to 3:30 and 5:30 to 8:00

February 27, 2014 from 1:30 to 3:30 and 5:30 to 8:00

3. Provide parents with frequent reports on their children's progress specifically, the school will provide reports as follows:

On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called TeacherEase to check their child's progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Tuesday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents have the ability to participate in their child's daily activities. All they have to do is ask.

Parent Responsibilities

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

Check student's planner daily.

View TeacherEase on a regular basis

Monitor attendance.

Review homework.

Monitor the amount of television their children watch.

Volunteer in the school.

Participate, as appropriate, in decisions relating to my children's education.

Promote positive use of my child's extracurricular time.

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate.

Make spontaneous visit to the school

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be **silent passing** in the halls. This will be observed by both students and staff.
2. No students are to be **in the hallway without a pass** for any reason. If your class does not have a pass – students are not to leave.
3. Students will **line-up in their classrooms** and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. **Dress-code will be strictly observed.** The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:
 - No colored shirts may be worn under white collared shirts
 - No jeans may be worn under academy uniform pants
 - No hoodies of any kind
 - Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
 - Only solid blue, black or white *sweaters* will be allowed
 - Gentlemen are to have their shirts tucked at all times
 - No Make-up
 - No large hoop earrings
 - Skirts not higher than 3” above the knee
5. Students will be sent upstairs beginning at 8:42 – **Advisory begins at 8:45**. Students will be marked late if they arrive to class after 9:00.
6. Students will **raise their hands to speak**, and will remain seated unless expressly instructed to do otherwise by their teacher.
7. **Chairs** will be put up and **floors** will be **cleaned** in every room at the end of every day.
8. Students are to come to the **cafeteria quietly**. They are to sit at their table with their class and wait quietly to be called onto line.
9. Students are to **leave their tables trash-free**. Teachers are to check to see that their class has removed all trash before they walk them upstairs.
10. There are to be **no cell phones**, if they are seen they will be confiscated.
11. There are to be **no electronic devices** (CD players, gameboys, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.
12. The **only** drink the students are allowed to bring to school is bottled water.

The Leadership and Community Service Academy will:

- 1 Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- 2 Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- 3 Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- 4 Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- 5 Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 6 On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 7 Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 8 Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, The Leadership and Community Service Academy will:

- 1 Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- 2 Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 3 Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**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 09	Borough Bronx	School Number 303
School Name CIS 303		

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 Patricia Bentley	Assistant Principal Monica Brady
Coach Ros Cooper	Coach Stephanie Lippman
ESL Teacher Megan Kennelly	Guidance Counselor Yvonne Butler
Teacher/Subject Area Danielle Lerro/ELA	Parent type here
Teacher/Subject Area Bushra Makiya/Math	Parent Coordinator Jacqueline Gonzalez
Related Service Provider Bethany Drybala	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	323	Total number of ELLs	38	ELLs as share of total student population (%)	11.76%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							18	13	7					38
SELECT ONE														0
Total	0	0	0	0	0	0	18	13	7	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	19
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	12

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	9		3	17		8	12		8	38
Total	9	0	3	17	0	8	12	0	8	38

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	12	5					34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	18	13	7	0	0	0	0	38

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)							2		1					3

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)							2	4	1					7
Advanced (A)							14	9	5					28
Total	0	0	0	0	0	0	18	13	7	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	2			17
7	13				13
8	4	2			6
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	15		2		1				18
7	10		3						13
8	6		1						7
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.
CIS 303 uses the Fountas and Pinnell diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress. The data from this assessment tool is used to plan instruction in reading and writing. This data allows the ESL teacher to plan for instruction. From this assessment, the ESL teacher is able to determine which ELLs require direct instruction in phonics, which ELLs require instruction in reading comprehension, and which ELLs require both. The reading data is shared with content area teachers so that they can plan literacy instruction. In addition to complex texts, content area teachers use this data to use appropriately leveled texts and materials for their students. Content area teachers also use baseline, midline and endline assessments to plan instruction and assess learning
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing both the 2012 NYSESLAT data, the trend is that our ELLs are deficient in the modalities of reading and writing; specifically writing. Many students are long-term ELLs who earn proficient or advanced on the listening and speaking portion of the test but remain ELLs because they scored as advanced or intermediate on the reading and writing portion of the test. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score will focus on all four modalities. In the 2013-2014 school year, the ESL teacher will use the research-based Basic Writing Skills program to target students that are not reaching proficiency in academic writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After reviewing the NYSESLAT data, the patterns are used to set objectives in each modality. Students are grouped by need and work on the objectives set for the modality in which they are deficient. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score will focus on all four modalities. In the 2013-2014 school year, the ESL teacher will use the research-based Basic Writing Skills program to target students that are not reaching proficiency in academic writing. The AMAO tool indicates that 303 needs to focus on AMAO goal #2. That means we need to focus on moving students from one level of proficiency to the next. We will do this by targeting the modality in which students must move to the next proficiency level and providing direct instruction in the identified modality.
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?

The pattern across all grades and proficiencies is that ELLs are scoring lower in the reading and writing modalities than the listening and speaking modalities. The ELL Periodic Assessments do not provide valuable data as compared with the in-school assessments and midline/baseline/endlines that are used at CIS 303. Additionally, the majority of ELLs at CIS 303 are English dominant and therefore Native Language assessments are not used.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
As the Common Core states, all teachers are literacy teachers. As a result, all teachers consider the ELLs' level of proficiency and makes instructional decisions based on the student data. The ESL teacher works with all content area teachers to ensure that they are planning instruction that has language objectives in addition to content objectives in order to support the second language development in all classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

The program is evaluated by looking at individual students and their growth. Changes are made to the program based on the needs of students. For example, based on the NYSESLAT data indicating that students are deficient in the reading and writing modalities, the ESL program is focusing on conferencing groups that target specific reading and writing skills. Students are grouped by level in reading and writing. Each group has a set of language objectives based on formal and informal assessments. Additionally, ELLs are supported continuously through all academic years. Because it is a teaming school, there is open communication and conversations about all students and the services and support they require. Every student has electronic data recorded on a school-wide website that all teachers can access and update that is used from 6th - 8th grade. This data indicates current levels in reading, writing and math and reflects student growth as well. The records are used to plan and differentiate instruction for ELLs and provide an easy transition throughout grade levels.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) ELLs are identified at CIS 303 using the New York State LEP Identification Process. When a student is newly enrolled, the Home Language Identification Survey is administered. If the home language is English, the student is not identified as an ELL. If the home language is other than English, an informal interview is conducted in English and the Native Language. If the student is found to speak a language other than English, the LAB-R is administered by the ESL Teacher. Based on the LAB-R score, the student is identified as beginning, intermediate, advanced or proficient. Students that are determined to be ELLs receive the appropriate number of minutes (determined by level) and are evaluated annually using the NYSESLAT. Students will take the NYSESLAT annually until achieving Proficient in all areas. After they score Proficient they will receive two years of transitional services.
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.
When new ELLs are admitted to CIS 303, the ESL teacher arranges a parent orientation with the parent in person or by phone. The form letter identifying a student as an ELL will also be distributed to the parent. The parent orientation meeting is attended by the parent, the ESL teacher, and a translator, who is also knowledgeable about the program choices for ELLs. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, he or she may take home the information to consider and return the selection form within the next week.
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](#)].)
Program Selection forms are given directly to the parent. The ESL teacher and a translator explain the form and address any questions. When the form is signed and returned it is placed in the student file. Entitlement letters are sent home and copies are kept in the student file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
All parents are encouraged to attend the parent orientation meeting. Because of the small number of newly admitted ELLs we receive each year, the return of selection forms is not usually a problem. Forms are given in the parents' native language. If a parent does not return the form, the ESL teacher will reach out to the parent and continue to contact them until it is returned. Over

the past three years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

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.

All students are scheduled to take each section of the NYSESLAT during the school day. Make up sessions are scheduled in advance to make sure that any students that were absent for one part of the exam are able to make it up within the allotted window for the NYSESLAT exam. This ensures that 100% of students take all four parts of the NYSESLAT exam.

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.  Over the past three years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Based on data provided by tests of English language proficiency and the ELA and math exams for grades 6-8, the ESL program at CIS 303 groups students by their level of English language proficiency with consideration given to their grade level, background knowledge, and number of years in the country. These students are then serviced in classes by a certified ESL teacher. The ESL teacher follows the pull-out model of ESL instruction. Additionally, the ESL teacher works with all content area teachers to plan differentiated instruction for ELLs in their content area classes.
 - b. Students are grouped homogeneously by proficiency level and need. ESL instruction meets both State-wide content-area standards and State-wide ESL standards for students' development in reading, writing, listening, and speaking English. The ESL program provides the mandated students with either 180 or 360 minutes per week of language learning, based upon their level.
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)?

CIS 303 has a freestanding ESL program. Students' minutes are delivered through through pull-out instruction
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students at CIS 303 participate in a Common Core aligned curriculum that includes English language arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. ELLs are working with complex texts and critical thinking discussion questions in all content areas. The ESL teacher works with the content area teachers to plan instruction that ensures that students have an entry point to the content. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, Universal Design for Learning (UDL) and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes while developing English language skills. Teachers incorporate Academic Vocabulary into their lessons in order to build vocabulary for all ELLs. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language is not taught at 303.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Speaking, listening, reading, and writing standards are taught by the ESL teacher and evaluated throughout the year. Skills are assessed using formative assessments to plan instruction. The ESL teacher uses sample NYSESLAT tests to both assess students and prepare them for the annual NYSESLAT exam.
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).

ELL Subgroups

Newcomers: New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Newcomers receive one on one instruction as needed to develop language. They receive phonics instruction, have access to listening centers and other technology geared towards supporting emerging language. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures. Newcomers receive the mandated 360 minutes per week.

SIFE: Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring, small group

instruction and additional time to learn material that they missed while they were not following the NYS curriculum.

Long-Term ELLs: Long-Term ELLs receive targeted instruction based on need. At the beginning of the year the ESL teacher determines need based on the base-line assessments. The ESL teacher follows the English in 3D curriculum designed specifically for long-term ELLs by Scholastic. This program integrates all four modalities and academic vocabulary.

Former ELLs: ELLs in years 1 and 2 after testing proficient are entitled to extra time on all state and local assessments. The ESL teacher continues to support former ELLs if need is determined. Because all teachers received professional development in differentiation and UDL, former ELLs are still getting support in accessing all content at their level.

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?

ELLs with disabilities are serviced per their IEP. All teachers know who their ELLs with disabilities are and differentiate for their needs and use UDL strategies to support all learners.

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?

ELL-SWDs are placed in the least restrictive environment according to their IEP. Curriculum and instructional teams design units and lesson plans to accommodate all learners. If an ELL-SWD has a flexible schedule, they move to other classrooms as needed for instruction. Many ELL-SWDs are placed in ICT classrooms where there is the support and flexibility of two teachers in the classroom at all times.

Courses Taught in Languages Other than English

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

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

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

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

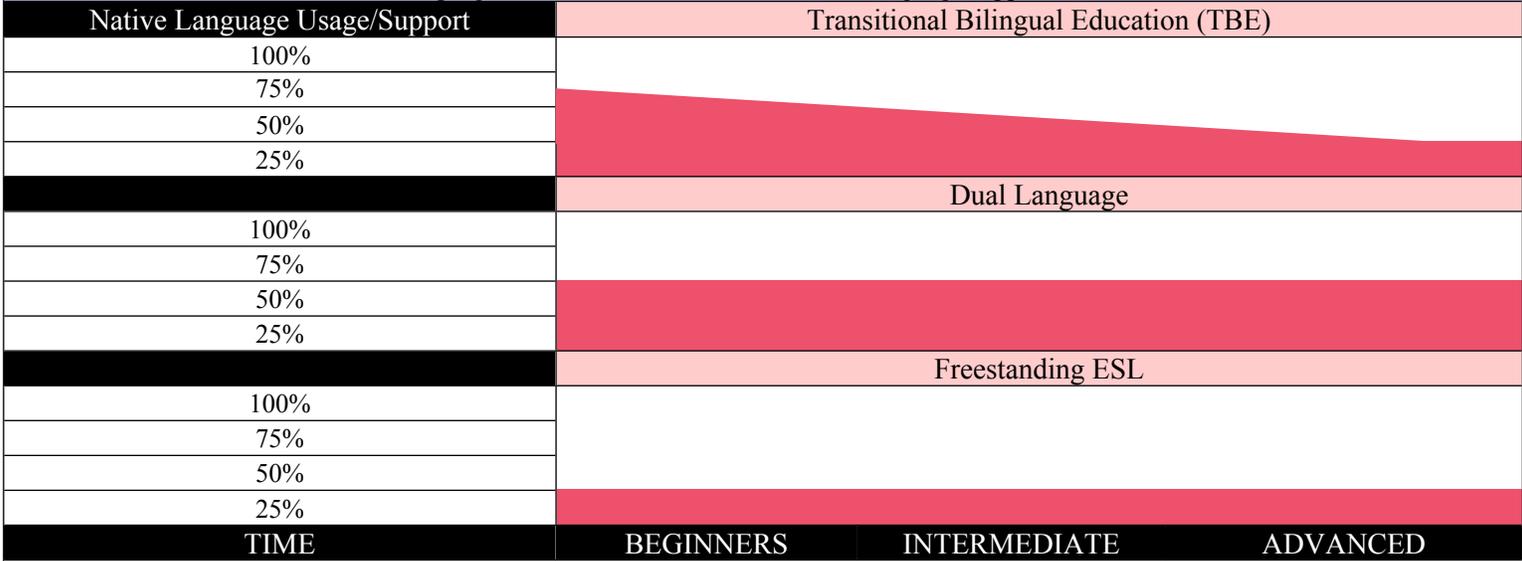
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 4:00-5:30 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 4:00-5:30 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 4:00-5:30 pm

Starting in March, 2012, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 4:00-5:30 pm for seven weeks prior to the NYSESLAT exam in May, 2012. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises using the Getting Ready for the NYSESLAT and Beyond test preparation books (Attanasio & Associates) for grades 6-8.

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

The ESL program at 303 has been effective meeting our ELLs needs. The school-wide data shows that ELLs perform nearly as well as their native English speaking peers. Some of the ELLs are the top performers on state assessments. On the 2012-2013 NYSESLAT approximately 20% of the ELLs tested Proficient, which is higher than the city average. School-based data indicates that ELLs are making progress in the targeted reading, writing, and math goals.

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

In the 2013-2014 school year we have implemented an academic vocabulary program and the Basic Writing Skills program. Both of these programs have proven to be effective in developing reading, writing, listening, and speaking skills.

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

No programs have been discontinued this year.

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

CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students. Additionally, ELLs participate in Health, Physical Education, Art and Technology with their native English speaking peers.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 4:00-5:30 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 4:00-5:30 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students'

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After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 4:00-5:30 pm
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14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The ESL program at CIS 303 utilizes technology in a number of ways to make content more comprehensible for ELLs. Technology is used in all of the content areas. There are lessons delivered using SmartBoards, projectors are used to model work, listening centers are set up in classroom, students may check-out audio books and there are centers to work on oral language with a recording system. Additionally, teachers post webcast and reading assignments on-line with a link to a read aloud.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
303 does not have a native language program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support services and resources are leveled appropriately for the students' ages and levels. There are high interested libraries in each classroom that are age and grade appropriate. All teachers differentiate their lessons to ensure that ELLs are receiving the same content but at their language level so the material is comprehensible for them.
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.
Students are invited to attend the summer orientation session where they will learn about the programs at CIS 303. At the beginning of the school year newly enrolled ELLs will be assessed and provided with services based on the previous year's NYSESLAT scores and the need determined by the school-based assessments. ELLs arriving throughout the year will receive an advisor, a student buddy, and will be assessed to determine placement and necessary supports.
18. What language electives are offered to ELLs?
Language electives are not offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. All classroom teachers, administration and support staff at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, as well as out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom and UDL. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ESL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum and common core learning standards.

2. The ESL teacher attends professional development on the Common Core Learning Standards provided by the city and turn-keys the information to the staff. The ESL teacher supports content teachers in providing entry points for ELLs.

3. When ELLs enter CIS 303 as sixth grade students, all teachers assist in the transition. For the first two weeks of school there are grade-wide assemblies to teach and practice daily procedures. During this time the ESL teacher meets with ELLs to introduce them to the CIS 303 culture and do an initial assessment of their needs. The ESL teacher meets with all staff members to identify ELLs and potential ELLs. At the end of 8th grade, the teachers articulate the needs of students to their high schools.

4. At CIS 303 there are monthly PD meetings for the teaching staff. Twice a year these meetings focus on ESL strategies and differentiation. In addition, there are sessions given during school-wide retreats. Teachers receive specific ELL training through monthly meetings with the ESL teacher. The ESL teacher meets with each grade-level team to provide the required hours. These smaller meeting allow the teachers to focus on the needs of specific groups of students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1 - 2. The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered “Partners” united in a common goal to see that our ELLs are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students’ language development.

Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students’ parents a chance to ask questions about their children’s work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Tentative topics for ESL parent workshops include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don’t speak English at home
- Curriculum explanations for ESL parents
- ELL homework help

The Parent Association president and Parent Coordinator work together to invite CBOs to provide workshops at Parent Association meetings.

3 - 4. Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: 303

School DBN: 09X303

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Bentley	Principal		1/1/01
Monica Brady	Assistant Principal		1/1/01
Jacqueline Gonzalez	Parent Coordinator		1/1/01
Megan Kennelly	ESL Teacher		1/1/01
	Parent		1/1/01
Danielle Lerro/ELA	Teacher/Subject Area		1/1/01
Bushra Makiya/Math	Teacher/Subject Area		1/1/01
Ros Cooper, Literacy	Coach		1/1/01
Stephanie Lippman, Math	Coach		1/1/01
Yvonne Butler	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X303

School Name: CIS 303

Cluster: 1

Network: CFN 209

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

Part A: Needs Assessment Findings

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

Written and oral translation needs are determined using ATS reports. Both the RHLA and RPOB determine the language that is necessary to communicate with parents. Additionally, we use internal surveys to determine what language is preferred for both oral and written communication. This information is kept on file so that teachers can easily determine the preferred language for each individual student.

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.

About 50% of our parents are Spanish speaking. 40% of those parents prefer to have written and oral communication translated into Spanish. This information was shared with our staff and the School Leadership Team. All correspondence sent to parents is translated into Spanish.

Part B: Strategies and Activities

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.

Because almost all of the families of ELLs, are Spanish speaking, all written correspondence is translated into Spanish. Whenever notices are sent home, they are in both English and Spanish. Translation services are provided in-house by a staff member. The principal and translator review all materials before they are copied and sent home. For example, school calendars, notices about school events, state exam dates, and progress reports go home in both English and Spanish. At all parent meetings and school events, translations are provided by school personnel.

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.

All oral communication is translated into Spanish. At all parent meetings and school events, a translator is provided. The translator is either a member of school personnel or a parent volunteer. Translation services are provided at parent teacher conferences, IEP meetings, school-wide assemblies and awards ceremonies.

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>.

All parents are notified of translation and interpretation services. Signage is posted informing parents of the prominent covered languages indicating interpretation services. The administrative office is staffed by both English and Spanish speakers so that in case of emergency, parents are able to communicate with the school.

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: CIS 303	DBN: 09X303
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
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: 1
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 Title III Direct Instruction Supplemental Program will target long-term ELLs who are struggling to achieve the proficiency level on the NYSESLAT. The program will use a research-based curriculum designed specifically for ELLs; Scholastic's English in 3-D. The curriculum will develop reading, writing, speaking and listening skills. The rationale is that these students need direct instruction in academic language so that they can achieve proficiency before they exit 303 so they can be successful in high school.

The program will target all long-term ELLs in grades 6-8. The program will take place afterschool on Wednesdays and Thursdays from 4:00-5:30pm. The tentative start date for this program is November 28, 2012.

The language of instruction will be English and instruction will be delivered by one certified ESL teacher and one ELA teacher. The teachers will co-plan and co-teach the program to ensure that all students receive language development from the ESL teacher.

The materials that will be used are the English in 3D workbook and the Issues text book, both from Scholastic and designed to be used together to develop language skills for long-term ELLs.

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: The professional development funds for the Title III program will be used to provide per session to the ESL and ELA teachers delivering instruction.

Professional development funds will also be used for the ESL teacher and two ELA teacher to co-plan instruction and for the ESL teacher to provide PD about ESL strategies. The ESL and ELA teachers will participate in an on-going study of two texts to support ELLs and improve ESL instruction: Reading, Writing and Learning in ESL, and Making Content Comprehensible for English Learners: The SIOP Model. Teachers will meet every other Monday from 4:00-5:30 to discuss how they will use what they learned from the texts to improve instruction for ELLs. Additionally, once a month teachers will discuss how to align their study with the instruction of the English in 3-D program and write lesson plans that incorporate these strategies.

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: Involving parents in the school plays an important role in achievement for ELLs. At CIS 303 we invite the parents to become involved in many ways.

Throughout the year, parents are invited to attend various workshops, information sessions, and training sessions. All of these sessions have translation services. Events scheduled for the 2012-2013 school year are Meet the Teacher Night, Curriculum Nights, Gang and Violence Prevention, High School Information Sessions, and computer training for our online grade book. All parents have access to our online grade book, Teacherease. Teacherease is a valuable tool that allows parents to see grades, progress reports, and communicate with teachers. Teacherease is available in both English and Spanish. In teacherease, teachers write comments that parents can respond to and maintains a record of parent/teacher communication.

At 303, teachers meet regularly with parents to discuss their students' academics on an individual level. This year, the focus for parent involvement to impact higher achievement for ELLs is reading. Teachers meeting with parents of ELLs to discuss how they can support their child's reading skills even if they do not speak or read in English. Parents of ELLs are shown how to have reading conferences at home in their native language. Teachers receive training from the ESL teacher about informing parents which strategies they should be using. Additionally, teachers communicate with parents via individual goal sheets. The goal sheets for our ELLs have specific learning targets for ELLs, and again, we meet with parents about the goals and how they can communicate with their child about the goals. All teacher/parent meetings are translated/interpreted by a member of the 303 community when required.

Parent Association meetings take place once a month and organized by the parent coordinator, Jacqueline Gonzalez. The meetings are translated into Spanish and all written communication is provided in English and Spanish. Parents are notified with flyers, monthly school calendars, and telephone outreach.

In addition to parent association meetings, there will be three workshops specifically for parents of English Language Learners. The meeting will take place in February, March and May. In February, there will be an information session for parents of ELLs about ESL classes for adults and earning a GED. In March the meeting will tell parents what they need to know about state tests (ELA, Math, Science and the NYSESLAT) and how parents can help their students feel prepared. In May, the meeting for parents of ELLs will focus on the transition to high school and how to support students through the transition, and how parents can stay informed of their student's ELL status.

Part D: Parental Engagement Activities

Tentative Meeting Dates:

- October 26, 2012
- November 30, 2012
- December 21, 2012
- January 18, 2013
- February 13, 2013
- March 15, 2013
- April 19, 2013
- May 17, 2013
- June 7, 2013

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		