



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HUNTS POINT MIDDLE SCHOOL 424

DBN (i.e. 01M001): 08X424

Principal: SONYA JOHNSON

Principal Email: SJOHNSON4@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: ELMER MYERS

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
Sonya Johnson	*Principal or Designee	
Richard Sellati	*UFT Chapter Leader or Designee	
Sarah English	*PA/PTA President or Designated Co-President	
Rose Deleon	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Michelle James	CBO Representative, if applicable	
Michelle Camacho	Member/ Parent	
Veronica Gomez	Member/ Parent	
Francine Lewis	Member/ Teacher	
Crystal Williams	Member/ Teacher	
Maria Suazo	Member/ Parent	
Stephanie Semidey	Member/ Teacher	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 08X424

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	361	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	2	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	38	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	5	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.5%	% Attendance Rate		% Limited English Proficient	87.5%
% Free Lunch	89.6%	% Reduced Lunch			3.5%
		% Students with Disabilities			24.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			30.1%
% Hispanic or Latino	68.4%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.3	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.9%
% Teaching with Fewer Than 3 Years of Experience	10.5%	Average Teacher Absences			6.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.4%	Mathematics Performance at levels 3 & 4			2.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.0%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
The Principal's Cabinet is composed with representatives from every grade and inquiry subgroup with the intent to work collaboratively to implement systems and structures across the school. Their goal is to address the schools climate, culture, attendance and share best practices for school wide implementation. Teacher inquiry teams were recognized for its establishment of norms and protocols for analyzing data and student work making adjustments to instructional practices and implementing new strategies. The school has a strong support team in place that provides tiered layers of social and emotional support services for our at risk population.					
Describe the areas for improvement in your school's 12-13 SCEP.					
The 12-13 SCEP directed efforts to provide professional development opportunities to increase the staff instructional practices. While the plan brought in specialists to provide workshops, the staff continued to struggle with the Danielson Framework. The lack of a common core aligned curriculum and inconsistent pacing across the grade resulted in incompatible benchmark results. Teachers continued to struggle with student engagement and rigor. There were limited accommodations made to provide workshops on planning lessons that incorporated the essential elements with multiple entry points, questioning and assessments.					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
The 12-13 SCEP made a number of accommodations to bring in materials and professional development workshops very late in to the school year. The movement to provide ample common meeting time after hours for school inquiry teams allowed teachers sufficient collaboration time to analyze student data and work samples. This allowed the staff to concentrate its school hour efforts on the students and target our lowest third population for academic intervention. Our challenges surfaced with the lack of curricular and human resources. The administration struggled to shift the staffs' mental model from rote learning to an inquiry based, student centered environment. Additionally teacher investment in their professional development remained largely untapped.					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
The school's goal to perform targeted observations and provide timely feedback was accomplished. The information gathered from these observations helped to identify staff deficiencies and provided the data needed to alter the direction of professional development workshops. The analysis of student work based on the established protocols provided teachers with information on student's conceptual misunderstandings that were then addressed to ensure the progression of our lowest third population.					
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	X	No
If all the goals were not accomplished, provide an explanation.					
The school could not complete its professional development plans due to set backs in teachers' ability to grasp the fundamental concepts within the framework. Adjustments had to be made to step back and develop the staff's fundamental skills and preset mental models. The administration was unable to advance teachers instructional technology practices due to the outdated and often inoperable equipment.					
Did the identified activities receive the funding necessary to achieve the corresponding goals?			Yes	X	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The challenge for MS424 is heavily entrenched in the division between its vision of learning and the community's priorities and perception of learning.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Based on the NYS 2012-2013 assessment, by June 2014 the lowest third population of students will make 10% gains on the NYS ELA and Mathematic exams.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders plan to be in continuous communication with school staff through its tablet-based teacher portal; monthly principal newsletter and Cabinet member lead teacher teams. The administration plans to communicate to the community through the SLT meetings, school calendars, school messenger system and real-time parent portal.			
Describe your theory of action at the core of your school's SCEP.			
The school theory: <i>If we engage the children in a blended learning environment and provide social-emotional support, we will see holistic gains.</i>			

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

Our strategy is to make wise and strategic decisions about our funding allocations, professional development offerings, student resources and define partnerships.

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

The key element unique to our schools SCEP is the implementation of a blended learning approach, flexible scheduling and front loading our instructional staff with relevant and timely professional development opportunities.

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

The organizational structure of the Principal's Cabinet consists of the core leaders of every subgroup charged with overseeing each domain. The Cabinet meets weekly to communicate information to and from the core content areas, inquiry teams, operations, administration, partner groups and parent organizations.

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).

Improve the use of a research-based rubric to monitor teacher effectiveness with a clear focus on strengthening instructional practices throughout the school.

Review Type:	NYCDOE QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

2.2 School leader's vision	2.3 Systems and structures for school development
2.4 School leader's use of resources	X
	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, 70% of teachers will be rated effective or highly effective from the Danielson Rubric for Domain 2 as measured by the data from Advance.

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. Modify the school calendar to provide sufficient time for professional development workshops throughout the school year.
2. Set up professional development workshops that include Danielson Framework, planning, engagement, rigor, common core curriculum, questioning techniques, data analysis and instructional technology.
3. Develop a structure for using student and observation data to plan professional development.

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

1. Cabinet members will submit calendar modifications for the purpose of providing time for professional development workshops.
2. The Danielson Group, Pearson, Scholastic, Teq and Casenex will be contracted to provide instructional workshops as defined by school leaders.
3. Cabinet members in conjunction with partners will implement a repository of student and teacher data for the purpose of real time student performance and progress analysis.

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

1. Teacher observation feedback as evidence of monitoring the implementation of instructional workshops.
2. Teacher participation, observation and feedback as evidence of monitoring the implementation of instructional workshops.
3. Itemized data analysis reviews and findings improving student progress and teacher effectiveness.

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

1. Results of the observational process will be summarized monthly and evaluated by the Cabinet Members.
2. Results of the observational process will be summarized and benchmarked against the Advance IPC teacher goals by the Cabinet Members.
3. Results of student performance will be reviewed weekly by the Cabinet Members.

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

1. School scheduling to allow 6 half day PD sessions within the school year
2. Funding to support our professional development opportunities through partnerships with The Danielson Group, Pearson, Scholastic, Teq and Casenex will allow staff to build capacity.
3. Funding to support Casenex structure and data analysis to provide staff with real time course performance metrics.

Budget and Resource Alignment

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

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

Danielson PD: 45 Teachers x 7 hours x 2 days
 Casenex PD: 45 teachers x 7 hours x 10 days
 Scholastic PD: 45 teachers x 3.5 hours x 4 days

Pearson PD: 15 teachers x 7 hours x 4 days

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

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

Goal and Action Plan #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).

Improve consistency in curricular and extension activities to address the very diverse needs of students, especially English Language Learners and special education students in order to maximize their learning.

Review Type:	NYCDOE QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	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, 100% of the teachers will participate and utilize professional development on how to align instructional goals with CCLS, technology and data effectively as measured by a 25% improvement in the number of teachers obtaining an E or HE rating in Advance for Domain 1.

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. Modify the school schedule to incorporate AIS and Extended Learning Time opportunities.
2. Set up professional development workshops that include Danielson Framework, planning, engagement, rigor, common core curriculum, questioning techniques, data analysis and instructional technology.
3. Weekly after school sessions for inquiry teams will meet to discuss and review student work using data monitoring tools and protocols established.
4. Increase the capacity and usage of instructional technology to enhance learning, provide mixed learning opportunities and facilitate access to assignment materials.

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

1. Administration and staff will submit SBO modifications for the purpose of providing time for extended day sessions.
2. The Danielson Group, Pearson, Scholastic, Teq and Casenex will be contracted to provide instructional workshops as defined by school leaders.
3. Inquiry teams and partners will put into action a repository of student data for the purpose of real time student grade, class and subgroup performance and progress analysis.
4. Teachers in partnership with Scholastic, Teq and Casenex will put into action blended learning environments to enhance the learning environment to support classroom, AIS and ELT.

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

1. Itemized data analysis reviews and findings tracking the student progress of subgroups.
2. Teacher participation, observation and feedback as evidence of monitoring the implementation of instructional workshops.
3. Itemized data analysis reviews and findings improving curriculum and pacing calendars.
4. Itemized data analysis reviews and findings improving student progress

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

1. Results of student performance will be reviewed daily by all teachers.
2. Results of the observational process will be summarized and benchmarked against the Advance IPC teacher goals by the Cabinet Members.
3. Results of student performance will be reviewed weekly by the inquiry team members.

4. Results of student performance will be reviewed daily by all teachers.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School scheduling to allow for extended day component for the school year
 2. Funding to support our professional development opportunities through partnerships with The Danielson Group, Pearson, Scholastic, Teq and Casenex will allow staff to build capacity.
 3. Funding to support weekly one-hour after school sessions for teachers to allow inquiry team meetings, Casenex structure and data analysis to provide staff with real time course performance metrics.
 4. Funding to support Scholastic, Teq and Casenex implementation of enhanced instructional environment to supplement learning, AIS and ELT.

Budget and Resource Alignment

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

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

Danielson PD: 45 Teachers x 7 hours x 2 days
 Casenex PD: 45 teachers x 7 hours x 10 days
 Scholastic PD: 45 teachers x 3.5 hours x 4 days
 Pearson PD: 15 teachers x 7 hours x 4 days

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

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

Goal and Action Plan #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).

Establish a consistent approach using formative assessments to plan activities that provide the right level of challenge for students performing at different levels and result in meaningful work products across all grades and curricula.

Review Type:	NYC DOE 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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	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, 60% of the students reading comprehension levels will increase by 1.5 grade levels as indicated within Achieve 3000.

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. Modify the school schedule to incorporate AIS and Extended Learning Time opportunities.
2. Set up professional development workshops that include Danielson Framework, planning, engagement, rigor, common core curriculum, multiple entry points, questioning techniques, data analysis and instructional technology.
3. Weekly after school sessions for inquiry teams will meet to discuss and review student work using data monitoring tools and protocols established.
4. Increase the capacity and usage of instructional technology to enhance learning, provide mixed learning opportunities and facilitate access to assignment materials.

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

1. Administration and staff will submit SBO modifications for the purpose of providing time for extended day sessions.

2. The Danielson Group, Pearson, Scholastic, Teq and Casenex will be contracted to provide instructional workshops as defined by school leaders.
 3. Inquiry teams and partners will put into action a repository of student data for the purpose of real time student grade, class and subgroup performance and progress analysis.
 4. Teachers in partnership with Scholastic, Teq and Casenex will put into action blended learning environments to enhance the learning environment to support classroom, AIS and ELT.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Itemized data analysis reviews and findings tracking the student progress of subgroups.
 2. Teacher participation, observation and feedback as evidence of monitoring the implementation of instructional workshops.
 3. Itemized data analysis reviews and findings improving curriculum and pacing calendars.
 4. Itemized data analysis reviews and findings improving student progress
- D. Timeline for implementation and completion including start and end dates**
1. Results of student performance will be reviewed daily by all teachers.
 2. Results of the observational process will be summarized and benchmarked against the Advance IPC teacher goals by the Cabinet Members.
 3. Results of student performance will be reviewed weekly by the inquiry team members.
 4. Results of student performance will be reviewed daily by all teachers.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School scheduling to allow for extended day component for the school year
 2. Funding to support our professional development opportunities through partnerships with The Danielson Group, Pearson, Scholastic, Teq and Casenex will allow staff to build capacity.
 3. Funding to support weekly one-hour after school sessions for teachers to allow inquiry team meetings, Casenex structure and data analysis to provide staff with real time course performance metrics.
 4. Funding to support Scholastic, Teq and Casenex implementation of enhanced instructional environment to supplement learning for AIS and ELT programs.

Budget and Resource Alignment

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

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

Danielson PD: 45 Teachers x 7 hours x 2 days
 Casenex PD: 45 teachers x 7 hours x 10 days
 Scholastic PD: 45 teachers x 3.5 hours x 2 days
 Pearson PD: 15 teachers x 7 hours x 4 days
 ELT: 8 teachers x 1 hour x 20 days
 ELT Saturday Academy: 4 teachers x 4 hours x 20 days

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

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

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

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

Major Recommendation

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

The OORS system reporting shows an increased level of incidents reported. Based on these high level reports, student suspensions the school will focus on lowering these through the implementation of a Positive Behavior Program

Review Type:	New York City Occurrence Reporting Systems	Year:	2012-2013	Page Number:	NA	HEDI Rating:	NA
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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		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	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.

By June 2014, the school community will achieve a 50% decrease in the number of building occurrences due to behavior compiled within OORS.

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. Implement school-wide behavior policy
2. Partnership with Counseling in Schools to provide additional social/emotional support for at-risk students
3. Develop social/emotional support program for over age students.
4. Develop a structure for tracking student anecdotal data to provide immediate intervention strategies and review behavior patterns.

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

1. SLT team will work towards implementing school-wide behavior plan
2. Counseling in Schools will be contracted to provide additional social workers to support at risk students and outreach to families in the community
3. Crisis team will work towards implementing over age support services program.
4. Cabinet members in conjunction with partners will implement a repository of student anecdotal data for the purpose of real time student behavior analysis.

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

1. Review a decrease of building and classroom incidents and show improvement trend of anecdotal activity within real time data repository
2. Review a decrease of building and classroom incidents and show improvement trend of anecdotal activity within real time data repository
3. Review a decrease of building and classroom incidents, increase in student attendance and show improvement trend of anecdotal activity within real time data repository.
4. Itemized data analysis reviews and findings improving student behavior.

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

1. Occurrence reports will be monitored monthly, Casenex data will be monitored daily.
2. Occurrence reports will be monitored monthly, Casenex data will be monitored daily.
3. Occurrence reports will be monitored monthly, Casenex data will be monitored daily.
4. Results of student behavior matrix will be reviewed weekly by the SLT Team.

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

1. School scheduling to allow for 45 minute weekly SLT meeting.
2. Funding to support partnership with Counseling in Schools to contract additional social workers to support the daily program.
3. School scheduling to allow for 2 hours per week to support an over age socio-emotional program.
4. Funding to support weekly SLT meetings, Casenex structure and data analysis to provide team with real time behavior metrics.

Budget and Resource Alignment

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

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

Casenex PD: 45 teachers x 7 hours x 10 days
 Program: 2 teachers X 1 hour x 20 days

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).							
Based on parent participation rate from The Learning Environment New York City School Survey shows a 55% participation rate							
Review Type:	New York City Learning Environment Survey	Year:	2012-2013	Page Number:	2	HEDI Rating:	NA

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
X	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.
By June 2014, school leaders, SLT and Parent Coordinator will increase parental involvement, participation, and reciprocal communication by 50% of the families in the community.

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
<ol style="list-style-type: none"> Set up informational workshops for families on CCLS, CodeX/CMP3 curriculum, promotional requirements, Parent Portal, accountability and family literacy Develop a calendar of family night events and provide child care services and refreshments for families during upcoming parent and student showcase events Develop a vehicle for communicating student progress, assignments and anecdotal data to parents on a real-time platform delivery system.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Pearson, Scholastic, and Casenex will be contracted and teachers will be allocated to provide instructional workshops as defined by school leaders. Create a barrier-free parent resource center and ensure the purchase of materials, supplies and outreach services for the resource center Cabinet members in conjunction with partners will implement a repository of student performance data for the purpose of real time access for parents.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> School leaders, teachers, parent coordinator, PA, SLT and CBO will monitor parental attendance of workshops School leaders, teachers, parent coordinator, PA, SLT and CBO will monitor use of resources and services The Cabinet will monitor parent registration rates on the school’s Parent Portal system.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Parental attendance and impact of involvement at workshops will be tracked by school leaders Parental attendance and involvement will be tracked as events will be reviewed by school leaders Parent registration rate on the school’s Parent Portal system will be monitored and analyzed monthly.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Funding to support professional development opportunities for parents through partnerships with Pearson, Scholastic, and Casenex Funding to support activities and events to showcase student work. Funding to support Casenex implementation of student performance repository for parental access.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Danielson PD: 45 Teachers x 7 hours x 2 days											
Casenex PD: 45 teachers x 7 hours x 10 days											
Parent Workshops: 4 teachers x 2 hours x 4 days											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				

	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

As a result of the ELT work, 6% of the students will show progress to achieve grade level performance outcomes.

Activities

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

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

1. Blended learning environment
2. Problem based activities and projects
3. Social-emotional development

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

1. Teachers partnering with Scholastic, CMP3, Teq, and Casenex.
2. Teachers partnering with Scholastic, CMP3, Teq, Casenex, Omni Learn, Stella Adler, HPAC and IDE.
3. Teachers and staff partnering with Counseling in Schools, Street Corner, Creative Connections and Leadership Group.

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

1. Lowest third and 3% on grade level.
2. Lowest third and 3% on grade level.
3. Over aged, under credited, holdover and summer school students.

Budget and Resource Alignment

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

X	21 st Century		Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants	X	In Kind		

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

Community Partnerships

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

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

Omni Learn, Creative Connections, Leadership Group, Stella Adler partnerships occur during the school day.

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

Graham Windham, City Year, Hunts Point Alliance Corporation, Storefront, Leadership Group partnerships occur after school.

ELT Program Narrative

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

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

We have implemented a two tier Expanded Learning Time program offering educational and social-emotional development. Students are mandated to attend the first tier of the program strategically focused on the students' core deficiencies as measured by formative and summative assessments results. The second tier is optional providing students the opportunity to select a socio-emotional development program of their choice. The ELT program was offered to 100% of the student population.

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

Within the first tier of the ELT program, students are strategically placed based on need analysis in a flexible combination of blended and rote learning environments. The implementation of flexible learning environments targets the development of the

students at each individual's learning ability. The second tier of the ELT program provides students with choice access to after school clubs, programs and activities. The programs offered include sports, career skill development, enrichment and the arts. The second tier of the program is optional but attendance in a Tier-1 environment is mandated.

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

Tier-2 program offerings span a variety of interests and opportunities for development. All Tier-1 students were offered access to the program of their choosing. All Tier-2 programs commence after the Tier-1 core educational intervention programs. The information gathered within our student data repository provides coordinators with key indicators for individualizing students ELT programs as needed.

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

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

In addition to the above two tiered program, any student that is over aged, under credited, previously held over, or attended summer school are given at risk SETTS services.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Inquiry teams analyze the student performance and progress data of assignments, class work, participation and assessments loaded into our data repository. As students achieve milestones, recommendations are made to move students between ELT programs.

Academic Intervention Services (AIS)

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

Description

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	AIS, ELT, Blended learning environments, credit recovery, Saturday academy, City Year	Tutoring, one-on-one, small group, push in and pull out, computer adaptive.	During the day, after school and weekends
Mathematics	AIS, ELT, Blended learning environments, credit recovery, Saturday academy, math club, City Year	Tutoring, one-on-one, small group, push in and pull out, computer adaptive.	During the day, after school and weekends
Science	Omni Learn, blended learning, credit recovery, City Year	Tutoring, one-on-one, small group, push in and pull out.	During the day and after school
Social Studies	Guided reading, sustainability program, credit recovery, City Year	Tutoring, one-on-one, small group, push in and pull out.	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Next steps, Diamonds in the Rough, Counseling in Schools	Small group, on-on-one	During the day, after school and weekends

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.

Since the inception of M.S. 424, we have enjoyed an extremely high retention rate of staff. To ensure staff retention we provide ongoing differentiated professional development opportunities in an effort to build capacity. We work closely with our Network to provide staff with avenues for leadership within the Department of Education.

In the event that we have to replace a staff member, we take the following steps:

- Current staff member recommendations
- The Principal's Secretary works closely with the network Human Resources point person to ensure that anyone who is not deemed highly qualified submits all required documentation and meets assessment deadlines.
- Mentors are assigned to support first year teachers in curriculum development, classroom management and professional enhancement.

Grade Level Mentors are assigned to assist teachers with the implementation of new Department of Education curriculum mandates

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).

To ensure that teachers' professional skills are current with latest curriculum and instructional practices, the Cabinet works diligently to offer professional development workshops by contractors to all staff members monthly based on the results of a needs analysis.

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

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

N/A

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

The school developed a Measurement of Student Learning Committee prior to the summer session. The committee's directive is making decisions about assessments and growth measurements that will be instituted throughout the coming year. The committee performs the research and analyzes the best fit for our students and the effective use of available human/systems resources. The final recommendations are reviewed by the teaching staff to obtain consensus and awareness. In addition an internal scoring committee was developed to perform all rubric based assessments and systematize the flow of item analysis data into various systems. The information gathered from the various assessments are consolidated in the school data repository and distributed by the schools statistician. Professional development is provided via the inquiry teams and/or school wide by the statisticians and our professional partnerships by the core curriculum providers.

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).

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 424
School Name Hunts Point Middle School / M.S. 424		

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 Sonya Johnson	Assistant Principal Michael Lopez
Coach	Coach
ESL Teacher Alan Reiff	Guidance Counselor Jeanette Rivera
Teacher/Subject Area Juana Jaime/Bilingual Math	Parent
Teacher/Subject Area Isabel Quinones/IEP Teacher	Parent Coordinator Wanda Cabrera
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Elmer Myers	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	362	Total number of ELLs	75	ELLs as share of total student population (%)	20.72%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							2	0	1					3
Pull-out							4	3	4					11
Total	0	0	0	0	0	0	7	4	6	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	17
SIFE	4	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	17

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	15	2	0	1			2		1	18
Dual Language										0
ESL	27	1	3	15		6	15		8	57
Total	42	3	3	16	0	6	17	0	9	75

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							3	4	11					18
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	3	4	11	0	0	0	0	18

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	11	21					47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								3	1					4
Haitian														0
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					2
TOTAL	0	0	0	0	0	0	16	14	25	0	0	0	0	55

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	6	18					26

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)							4	3	9					16
Advanced (A)							13	9	8					30
Total	0	0	0	0	0	0	19	18	35	0	0	0	0	72

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	5	0	0	17
7	14	0	0	0	14
8	26	1	0	0	27
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	16		3		0		0		19
7	13		3		0		0		16
8	28		2		1		0		31
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	25		25		25		3		78
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.

The school has mainly used the American Reading: 100 Book Challenge color-coded assessment to assess the early literacy skills of our ELLs. Students are informally tested using this assessment. The cards used to assess are color-coded, meaning each color represents a grade level in literacy (for example Red is equivalent to a 2nd grade reading level). The information gleaned from this assessment helps our teachers with ELLs when they are creating lesson plans, choosing texts, grouping students and differentiating instruction. It also can help indicate which students need AIS: literacy skills. We are currently contemplating other assessment tools that can be used in all grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the LAB-R and the NYSESLAT show that the majority of new arrival students appear to come with lower skills in L1 literacy. This impacts their ability to be proficient in English: the target language (L2). The data analysis

of our ELL population also shows that of the 53 ELLs who are in monolingual classes, 17 have IEPs (about 30%). Therefore one of our priorities is to focus attention on these ELLs with an emphasis on the lowest modality area. Also, 31 of the 53 ELLs in monolingual classes have been serviced for more than four years- many over 6 years of service. Therefore, we need to address why these students are unable to place in the proficient level on the NYSESLAT. We need to ask ourselves is it a language issue, a cognitive issue, or effectiveness of ESL curriculum up to now? What can we do to increase English language support outside of school? The data shows there are more ELL beginners (26) and intermediates (16) than there are advanced ELLs (30). Eighth grade has the greatest number of beginner ELLs (18) as well as the greatest number of intermediate ELLs (9). There are only 8 advanced ELLs in the eighth grade. The sixth grade has the largest number of advanced level ELLs (13). Speaking and listening proficiencies, even among the majority of the beginning students, are advanced or proficient across all grade levels. NYSESLAT scores show that reading and writing are the most difficult modalities for our ELLs, particularly 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](#))

As a result of these patterns and findings, vocabulary and reading comprehension, and the development of writing through graphic organizers and other methodologies are the focus in ELL instruction for Intermediate and Advanced level ELLs. New arrivals and Beginner level students receive more foundation skills as well as reading and writing strategies. The 100 Book Challenge tailors a vocabulary and reading program for each individual student, enabling them to progress in reading. Writing workshops are implemented to improve ELLs' writing fluency in English. Use of NEWS FOR YOU (an ESL newspaper) is used as a non-fiction text to improve all ESL skills in a real environment. AIS during and after school as well as Saturday programs are available to these students to improve reading and writing skills. In addition, NYSESLAT testing expertise curriculum I.E. Attanasio Workbooks and NY State practice NYSESLAT exams provided on the NYC DOE website are used as baseline, and pre-testing assessments. Results on the baseline and pre-testing measurements help drive instruction to focus on challenge areas.

4. For each program, answer the following:

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

Out of 58 ELLs tested, no ELLs scored a 3 or 4 on the ELA exam last year and only five scored a 2. The majority of ELL students (52) scored a 1 on the ELA exam. We only had 6 ELLs score a level 2. Last year, 66 ELLs took the math exam. ELL students were able to take the Math and Science assessments in Spanish. If applicable, other language students were offered translation services if available. According to the data, a higher percentage of students who took the test in Spanish scored a 1 on the math exam. No ELLs scored a 4 on the math exam (in any language). Students in the TBE class are scoring lower on English periodic assessments than students in free-standing ESL. The data from periodic assessments helps to determine AIS groups, which are pulled out by a variety of content teachers to focus on certain strands that are highlighted as weaknesses on these assessments. The school is getting the reading levels of our ELLs, as well as their strengths and weaknesses on different strands in math and ELA through periodic assessments. The data shows that ELLs are

lower in math and ELA than the rest of the school population, especially ELLs in the TBE class. According to the ELL periodic assessments, we know which modalities each student needs to work on (reading, writing, listening). As a result, the ESL, bilingual, and AIS teachers can focus on certain strategies and create appropriate groupings based on the data. Periodic assessments are available in Spanish for the TBE class, but they are not available in native languages other than English or Spanish. Programs for ELLs are evaluated based on data, i.e. performance on scaffolded class assignments, individual conferencing with students to increase metacognition of actual abilities and goals, as well as parent and content area teacher feedback.

Finally, where-ever possible in the T.B.E. classroom, Spanish is used to explain the instruction and routines that occur in English. This reduces the stress level of learning the target language, but may delay the advancement speed of ELLs. The amount should be reduced over time as prescribed in the T.B.E. classroom protocols. As a result of low scores in math and ELA for the TBE program, we know that we must use specific resources and interventions to help these students more. The current ESL Coordinator is able to function in three of the language groups of our students: English, Spanish and French. In the ESL free standing program, these languages are sometimes used to explain lessons - only when the "rigor level" causes a student to shut down. In addition, the ESL coordinator can use these three languages to better communicate with the parents directly to assure support occurs out of the school environment.

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.*](#))

Response to Intervention (RTI) framework has begun to be incorporated in all classes at all grade levels. Additional Professional development is needed to assure correct implementation. However, presently all teachers/pedagogues who have contact with students are operating in the Tier I arena. After 6 - 8 weeks of assessment recommendations are made to move students into a Tier II environment: be it AIS, ESL, Speech, Counseling, etc etc. After a period of evaluation the student can repeat Tier II for another 6 - 8 weeks, or moved to a Tier III level based on assessment. They can also be taken out of Tier II programming if they have mastered or shown increased understanding of the Tier II focus. If the student does NOT show improvement after Tier II or Tier III interventions, all the data is presented to the committee and the parent(s). Parent involvement has been included from the start. At this point a request for evaluation can be made. In regard to ELLs: RTI is followed with the same accumen. New arrivals are placed in T.B.E. or ESL free standing programs based on the Tier I assessment. The entire time they are in these programs (TBE or ESL) it constitutes Tier II. If an ELL shows no increase of skills after a period of evaluation, they receive Tier III one on one OR two to one assistance in language acquisition during extended day time (apx 40mins Tues, Wed, and Thurs) or during home room period (20minutes). Students' scores on the formalized tests: primarily the ELA and NYSESLAT will also help determine interventions/placement for the following year.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Classroom instruction, regardless of the environment: general education, special education, T.B.E., or ESL free standing, is differentiated in all cases. Groupings take into consideration the language level of the students as well as overall educational level. Instructional decisions can be made based on evaluation of each students. For example, a student in the general education program may have Spanish as their Native Language. If they are having difficulty in math, they may be placed in the T.B.E. classroom for math only. In addition, language level does not correlate with grade level or age. Therefore our school tries to create ESL groupings based on actual English level. Groups therefore take language development into instructional decisions at most levels. In regard to the T.B.E. classroom, there is an unusally high number of students starting with no exposure to English. Students' background information, and parental interviews support the observations of educational deficits in their native language schools prior to coming to M.S. 424. Also, the T.B.E. classroom is a bridge program: combining 6th, 7th, and 8th grader students together due to parent choice. This is an extremely challenging structure for all involved: administration, teachers, and students. The transition from L1 (Spanish) to L2 (English) is based on progress and mastery of the content taught in the classroom. The classroom teacher focuses on building foundation skills in L1 so that the students CAN progress and increase usage in L2. The TBE students are also seen by a bilingual Music teacher and the ESL coordinator. Both out of classroom teachers use English as the language of instruction. Spanish is used ONLY to assist and reinforce when student frustration levels are reached. As the year progresses the students in the TBE classroom independently increase their English usage. All teachers with contact confer regularly and agree to decrease L1 usage. The classroom teacher maintains observations, quizzes and exams to base transitioning levels. In addition, the software ACHIEVE3000 has been incorporated into the TBE program. Students who have not mastered enough English are working in Spanish to improve basic literacy which will enable them to transition into English easier if they can "transfer literacy skills from L1 to L2." Students at the intermediate level and advanced level are working in English. This software assesses individual student lexile levels and automatically assigns reading and comprehension work based on that. As the student's comprehension increases, ACHIEVE3000 automatically increases their rigor level. Reports are generated and assessed. This assists with transitioning as well. It is the goal of this school to increase the number of TBE classrooms in the future pending budgetary confinements, and remove the need to have a TBE bridge program.

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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 Our programs for ELLs are evaluated in a few ways. 1- student attendance factors in. Students will not go to a program they do not feel they are going to learn something from or if they don't perceive enjoyment in the learning process. 2 - parent satisfaction. If requests to change student programming, are low, parents feel their children are increasing English Language skills. 3- students' production skills. If ELLs are observed using English outside of the classroom (hallways, lunchtime, P.E., sports practices, etc) it is a clear informal assessment that language acquisition is happening. 4- scores on informal assessment. Classroom work should show an increase of usage and incorporation of L2 language skills as well as all strategies shown. 5- scores on formal assessment. The NYSESLAT scores for each student should increase each year until proficient level is reached. ELL performance trends on the ELA, Math, Science (8th grade) should show increased understanding of English each year. The NYC baseline assessment should show higher scores each year an ELL takes it after being in an ESL or the T.B.E. program. 6- Time in ESL/TBE program. A fewer number of students should show up in the long term category of ELL status (6+ years).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. The ESL coordinator also assists and is present. The ESL coordinator can act as a Spanish and French translator as well. If the parent or guardian cannot speak English, Spanish, or French, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. The Spanish LAB is administered to students whose home language was identified as Spanish on the HLIS within ten days of entry into the school. Also, students who appear unable to answer questions on the LAB-R due to "no prior English exposure" or possible SIFE status, whose first language is listed as Spanish take the Spanish LAB to help evaluate language ability. Students who pass the LAB-R test are not flagged as ELLs and do not receive language 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.

Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in English, Spanish, and French. Parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language (if this language is not one of 7 NYC DOE listed, the documents are sent in English) by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also can watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator or the parent coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms as well as the placement letters and entitlement letters. The ESL coordinator and parent coordinator also notify parents when a student could be transitioned from bilingual to monolingual classes with ESL. This is usually based on a student's test scores on the NYSESLAT. The final decision is up to the parent. These meetings and conversations with parents are usually translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. The ESL coordinator can assist with Spanish and French language requirements. Spanish-speaking students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. Although a trend has begun, in which parents want to move their students out of the bilingual program mid-year, there has been no decision to dissolve the program because there are enough parents who request a bilingual setting for their children. Nevertheless, if more parents start to choose self-contained ESL for their children, we might accommodate them by creating self-contained ESL classes in each grade. In addition, consideration has begun to increasing the number of licenses ESL teachers in the building to ensure ELL needs are being met in the Free standing ESL program and to achieve compliance wherever possible.

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](#)].)

The letters are given to the students to bring home to the parents. Also, letters are mailed if the student tends to demonstrate "low reliability" to bring it home. At the 1st parent teacher conference parents/guardians are asked if they got the letter(s). Copies can be issued at that time. If the student's enrollment coincides with parent teacher conferences, then the documents are hand delivered to the parent. They can also be stapled to the report card which must be picked up in person if the issuance of letters coincides with first report cards. Copies are kept with both the ESL coordinator and the parent coordinator.

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.

The NYC DOE has set procedures and instructions that all schools must follow regarding placement of ELLs. All procedures are followed to the best of our abilities. Parent involvement is of the utmost importance at our school as well as actual student ability. Question 2 delves into answering question 4 already. See above.

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.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they score PROFICIENT. The ESL teacher, bilingual teacher, and other licensed pedagogues administer the exam. Only the students who show up on the ATS RLER are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade/test level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time, unless otherwise stated or not allowed due to testing instruction. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility. A norming session for all NYSESLAT administrators is conducted to assure equality and fairness in scoring. The ESL coordinator makes a final perusal of all NYSESLAT testing scoring sheets for expemporaneous marks and incomplete erasures. The ESL coordinator facilitates the final count, boxing, and mailing of the completed documents.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Paste response to question here: The trend in program choices that parents have requested align to what our school offers at this time. The majority of our population is Spanish dominant and the T.B.E. program satisfies our parents. In addition, ELLs with

intermediate or advanced level English skills function very well in our monolingual program with ESL push-in or pull-out free standing services, and the parents are happy with this program as well. Currently we have 18 students in a bridge 6 - 7- 8 grade TBE classroom. We have 57 registered in the ESL free standing program. If budgetary restraints allowed, and available teachers could be found, additional TBE classes as well as an addition ESL teacher would enhance our program. However, student enrollment does not support this choice for the TBE program at this time, and ESL licensed teachers are very hard to find for free standing programs.

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])?

TBE (heterogeneous, ungraded): At our school there are two ELL instructional models in place. There is one transitional bridge 6 - 8 grade bilingual class (TBE) for beginner and intermediate students.. Students in this program receive some content area instruction from other teachers in English (i.e. ESL, health, music, technology), but math is taught by their homeroom teacher in Spanish and supplemented by AIS. Students are taught math in both Spanish and English (as well as science and social studies). Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their instruction in Spanish (approximately 75%) and ending with students receiving a smaller percentage of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day).

ESL Pull-out (heterogeneous, ungraded): There is one ESL teacher who provides services for all ELLs not in the T.B.E. program in the school: currently 57. ESL is programmed into their schedule when their homeroom classes are receiving other content area instruction. Groups were arranged around the school's program schedule. Students miss varied classes to attend ESL groups. However, a great effort is made to vary the actual pull out so students do not miss any one subject more than another. There are 7 scheduled groups that meet each week, each with approximately 5 to 10 students. Due to scheduling issues, some groups are mixed language levels. Groups are labled as "teams" and each team has a color. The Blue Team consists of 9 students - 5 eight graders, and 4 sixth graders. Blue Team is a beginner/intermediate group. The Red Team consists of 8 students - all seventh graders who are beginner and intermediate level. The Green Team consists of 10 eight graders - intermediate and advanced level. The Brown Team consists of 5 sixth graders and 2 eight graders - intermediate and advanced. One of the Brown Team sessions is a PUSH-IN to the sixth grade classroom. The Yellow Team consists of 4 students - 2 sixth graders and 2 seceventh graders. One the Yellow Team session is a PUSH-IN to the sixth grade classroom. The Orange Team consists of 5 sixth graders - intermediate and advanced. The Purple Team consists of 10 students - 5 seventh graders and 5 eighth graders. This group is an intermediate and advanced level mixture as well. Two periods a week are dedicated to PUSH-IN to the T.B.E. program to work with the ELLs that will be taking the ELA and the NYSESLAT. This push-in group instruction includes writing organization, and ways to better reply verbally in English. The native language is only used in order to provide one-on-one support. The general pull-out program has an emphasis on improving vocabulary, reading and writing fluency due to the data showing that reading comprehension and writing skills are the challenge points. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and the writing process are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. They receive ESL instruction from the bilingual teacher each day, and also receive direct English instruction from the ESL teacher 2 times per week in a push-in program setting or if needed the ESL room. In addition to writing strategy improvement, they use interactive websites and software to improve language fluency. The bilingual class has explicit NLA instruction daily. They receive science, social studies and math instruction in Spanish and English from the bilingual teacher as well as puch-in instruction from other teachers in the building.

Every effort is made to ensure All ELLs receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. Beginner and intermediate students who have less than 3 years of ESL services are given priority for additional ESL instruction as per State mandates. A small portion of students, mainly long-term ELLs who have previously tested as advanced, are not currently being fully serviced. This is because of a high student-teacher ratio, spatial constraints and scheduling issues. There is only one licensed ESL teacher in the entire school to deliver all ESL licensed/recognized instruction to the 57 ELLs not in the T.B.E. program. Although this puts our school in a non-compliant situation, unless the NYC DOE increased funding to hire more ESL teachers, or our ELL enrollment reduces, the situation will remain status-quo. All ELLs outside of the bilingual class, receive direct ELA instruction, and all ELLs in all programs, grade levels, and proficiencies receive the required amount of instructional time in all content areas whereere possible due to

other special pull out programs I.E. AIS, speech, counseling, etc.

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Specific programs, based on the TBE teacher's choice, are used to advance literacy. ELLs placed in monolingual classes are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve a higher score than the previous year on the ELA and a higher score than the previous year or an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Some students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. All of our ELLs with special needs are placed in ESL groups with general education students.

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)?

(see above reply.)

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.

In addition to the above stated, CCLS are applied in every classroom in every lesson plan. A school wide initiative has been in place for the past two years.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The TBE teacher designs content area specific assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Communicative Approach to teaching ESL is followed in the ESL free standing program. This method links all modalities in the instruction. The majority of our ELLs are proficient in speaking and listening (except for the new arrivals and SIFEs) and the focus is generally geared to reading comprehension and writing skills. The ESL free standing program has incorporated some of the
CODE X procedures (scaffolding them) to help students better understand what is going in the ELA content area classroom.

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).

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Specific programs, based on the TBE teacher's choice, are used to advance literacy. ELLs placed in monolingual classes are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve a higher score than the previous year on the ELA and a higher score than the previous year or an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Some students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. All of our ELLs with special needs are placed in ESL groups with general education students.

As far as former ELLs, they have the choice to remain in the ESL program for an additional two years or to be mainstreamed.

Due to the fact many of our long-term ELLs are ONLY ELLs cause they could not score a PROFICIENT on the NYSESLAT, once they due achieve a proficient, their parents opt them out of ESL.

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?

In the Special education classroom as well as in the ESL free standing program, work is scaffolded and instruction is done in multi-entry ways. Many opportunities are provided for individual expression are made available to foster motivation and self-worth of each student.

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?

Our S.E. classrooms are all monolingual program. Therefore, all ELLs are seen in either a pull out or push in structure for ESL instruction with the one ESL certified teacher in the building. There are seven students who are ELL-SWDs. While they are in their self contained classrooms, their respective teachers incorporate various strategies to ensure they are included and their ELL needs are being addressed. ELL pairs or groupings are maintained in each classroom. Teachers spend additional time scaffolding and facilitating at their groups. Key vocabulary is introduced prior to lessons so ELLs are able to have a higher understanding of content. Multi-entries are used to introduce topics to the whole classroom and this also helps the ELL students I.E. short videos, photographs, Spanish cognate words, etc. Where push in occurs in the S.E. classroom, the ESL teacher sits with a small group and reiterates the subject and content in different ways. I.E. rephrasing the question, re-reading passages at a slower rate. Asking less complex comprehension questions that will build self-confidence and ease students into more rigorous questioning styles. The seven students that are pullout also are given time in the ESL room to work on class work and homework. Graphic organizers are used to help S.E. students refer back to repeated patterns used in the various graphs and charts. Repetition enables these students to recall and incorporate more of the English content as well as other content area work. There is flexibility in time constraints in all allocations given to each content area.

Courses Taught in Languages Other than English 

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

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

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

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

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

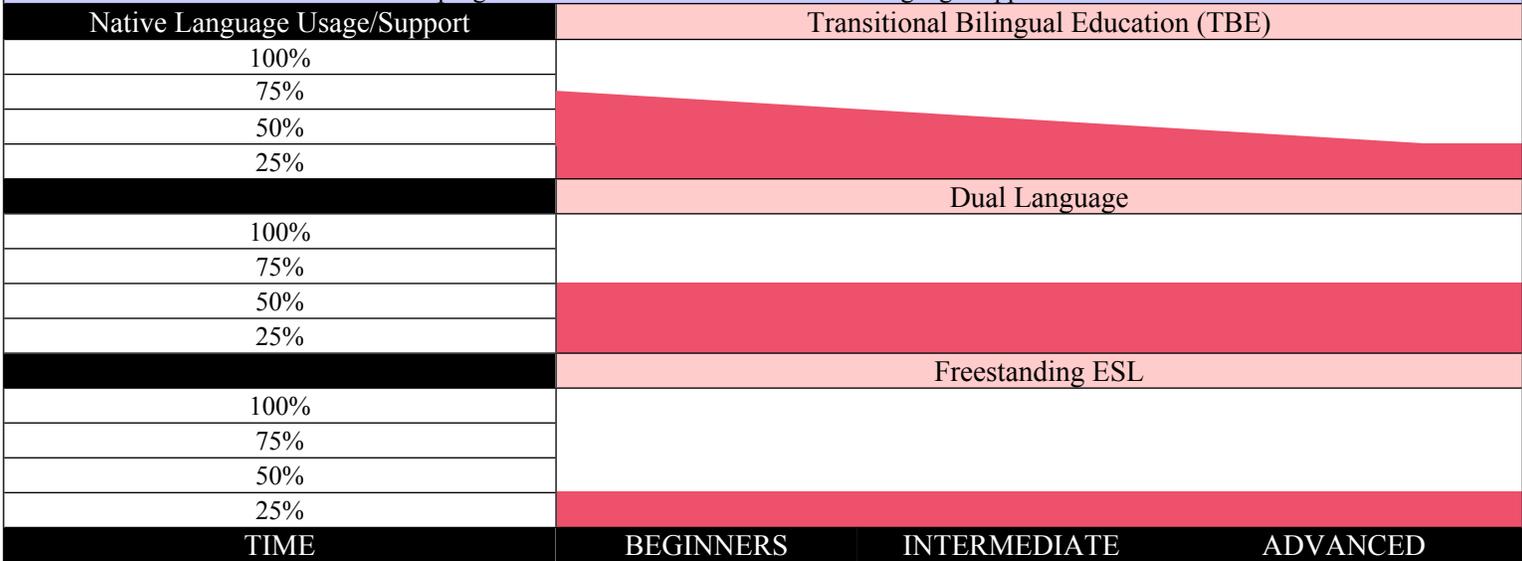
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

ESL small group instruction - mixed level groups = TIER II English

ESL one on one instruction - special needs = TIER III English

AIS Literacy and AIS Math small group instruction = TIER II English

Counseling Services = TIER II and TIER III English and Spanish

ALC (alternative learning center) room = TIER II

City Year Educational Assistants throughout the school = TIER I, TIER II, and TIER III English and Spanish

Small group extended day assistance = TIER II English and Spanish

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

This is the first full year with the new principal and assistant principal. New ELA and Math programs have been introduced, increases in professional development opportunities, higher expectations for both students and educators, new technological educational tools are being implemented, stronger more effective after school programs are in place, a new scaffolded ESL program has been introduced, CTT classrooms have been implemented, and a higher level of team work has been seen amongst the entire staff. All of this will prove to be effective not just for our ELLs, but for all of our students.

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

In the 2013- 2014 school year the following improvements will be considered (or have already been purchased and are about to be implemented): Achieve 3000 software, educationcity.com software, Rosetta Stone on-line licenses.

The CCLS offers extensions and guidelines for ELL support in instruction.

Extended Day after school support is being offered in small groups to ELLs from City Year Volunteers.

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

At the time of filing this document, no programs have yet been discontinued. However, further assessment is being done and based on new ESL programming and funding further changes may occur.

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

The ELLs in our school are offered the exact same program choices and supplemental services as the rest of our school population. Although only 20.72% are official ELLs, there is a much higher percentage of ELLs who scored a proficient on the NYSESLAT.

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

NEWS FOR YOU - an ESL newspaper,

ATTANASIO text NYSESLAT testing expertise workbook,

A mobil cart complete with 10 laptops and 10 Ipads.

A smart board and projector for whole class instruction and individual hands on application

An ELMO projector to share work and model work

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

Native language support occurs in the content areas in the TBE classroom. We do not have a Dual Language program. In the ESL program, native language support can only be given in Spanish and French. It occurs only to explain instruction when the student's frustration level causes a "shut down" or after group time when one on one instruction can take place in the native language.

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

We offer 6th, 7th, and 8th grade in our school. Due to a high rate of repeating students, "normal" age and grade level do not always correlate in our school. Therefore, services are based on language level, maturity level, scheduling of all content area classes and IEP requirements.

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

There are no activities currently for ELLs before the beginning of the school year in our school. New ELLs are included in all school activities in our school. These activities enhance their English skills.

18. What language electives are offered to ELLs?

not applicable

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)?

not applicable

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.

The following narrative/data responds to C1 - 4. The ELL staff is included in all PD in the building I.E. - Danielson Protocol understanding and connections to ELLs

Using the CODE X program, Using the CMP3 program, Technology Training on lap tops and Ipads,
Using SKEDULA.com for all recording and data accessing, Understanding and applying the CCLS,
Defining RIGOR on a school level.

Specific P.D. pertaining to the ELL personnel:

New ESL Coordinators Workshop

ELL Symposium Friday Series

Connections between the CCLS and ESL curriculum

Staff members participate in school wide inquiry teams. The ESL Coordinator attends these inquiries and offers suggestions and models on how to incorporate and plan for the ELLs in the content area classroom environment. I.E. Inquiry Team ELAted - all ELA teachers, Inquiry Team SPEEd - all special education teachers.

Monthly staff conferences will include general best practices for teaching ELLs as the year progresses. Each school year, there are specific 1/2 days designated for teacher P.D. These P.D. 1/2 days always include a partial lesson on ELL strategies. In addition there are 2 Chancellor P.D. days each year. Teachers are designated to attend off cite sessions on ESL and then turn key the information.

The 7.5 hours of ELL training are recorded and maintained on individual teacher P.D. recording charts. By the end of each school year, each teacher must accumulate a specific number of P.D. hours: a minimum of 7.5 hours are targeted for ELL training.

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?

The following narrative responds to D1 - 4 in one paragraph. All parents now have access to student work on SKEDULA via the parent portal. 108 families have now joined. The Parent coordinator is constantly in communication with parents of ELLs as well as all parents. The Parents' Association meets regularly and often has mini workshops geared to parents of ELLs who are ELLs themselves. The Parents' Association also holds general meetings and discussions regarding general education questions and specific needs for ELLs. We partner with Grand Windom Group for varied support services. Also the implementation of SKEDULA.com has increased direct real time communication with parents.

Parent need is evaluated based on their direct questioning and their expressing desires and needs. We have an open door policy and with the use of emails we are constantly receiving their input. In 2014, monthly ESL workshops will be offered to the parents of ELLs as well as to the general population 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.

- 1- data on the 2013 - 2014 6th grade class would not be available in SKEDULA for use on this document.
- 2- the data on scores for last year's 8th grade is not in our system and not available on SKEDULA any longer
- 3- the numbers of NLA Math assessments taken in 2013 are not available at this time.
- 4- There were no NYSAA ELLs last year.
- 5- NY State did not post the modality scores for the 2013 NYSESLAT so they are not included.
- 6- There is a new ESL Coordinator the 2013-2014 school year. Many of the past practices are being evaluated. Access to data to compile this new format is also not readily available.
- 7- due to miscommunication on actual filing requirements and dates, this document did not have the proper preparation time nor access to research fully the data needed. We are presenting our best efforts.

Part VI: LAP Assurances

School Name: Hunts Point Middle School

School DBN: 08x424

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sonya Johnson	Principal		1/7/14
Michael Lopez	Assistant Principal		1/7/14
Wanda Cabrera	Parent Coordinator		1/7/14
Alan Reiff	ESL Teacher		1/7/14
	Parent		
Juana Jaime/Bilingual Math	Teacher/Subject Area		1/7/14
Isabel Quinones/ IEP Teacher	Teacher/Subject Area		1/7/14
	Coach		
	Coach		
Jeanette Rivera	Guidance Counselor		1/7/14
Elmer Myers	Network Leader		1/7/14
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X424 **School Name:** Hunts Point Middle School 424

Cluster: _____ **Network:**

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.

Translation and interpretation services are provided to the parents based on the languages reported through the home language survey, registration paperwork, blue emergency cards, and the ATS report RHLA (home language aggregation report.) Upon entering the school building there is a Language Poster posted on the wall by the sign in desk. If needed, the parent can point out their native language on the poster. While registering their children parents fill out the Home Language Survey indicating the language spoken at home. In addition, when parents fill the Blue Address Cards they check off which language they want to receive information in. There is also a copy of the Language Identification Card in each registration packet in case it is needed. The information compiled is used to identify the languages needing translation services. We will also use L.I.S Interpretation.

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.

In our school's population, Spanish is the major language in need of translation. We also have one family of each of the following languages: French, Wolof, Fulani and one Twi speaking family. We also have three Arabic speaking families. Data compiled is disseminated to the staff via memo and e-mail format. Each administrator and teacher were advised on the language spoken at home in case contact was required during the school year.

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.

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. A Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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.

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Hunts Point Middle School	DBN: 08X424
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school day
Total # of ELLs to be served: 150
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: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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: Part B – Direct Instruction Supplemental Program Information

22% of our students are official ELLs. Approximately another 20% would categorize as “proficient” rated students however, in reality they are still learning and perfecting their English language skills.

Throughout the school year, our student enrollment traditionally grows with new arrivals to the Bronx and this increases our ELL population accordingly. Currently, we have 368 students registered and any supplemental programs would benefit approximately 152 students.

These programs would service 6th, 7th, and 8th graders who are ELLs, former ELLs, and well as Special Education ELLs. These programs would also service SIFE coded students in all grades. Student first language sub-groups (L1) include Spanish, French, Fulani, Twi, Wolof, and Arabic. The schedule of these supplemental programs would be scheduled

as follows:

M – F 8:10am – 8:30am – homeroom (students could be pulled out Tier II and Tier III as per RTI)

Tu, We, Th 2:35pm – 3:07pm - extended day instruction (small group work Tier II and Tier III as per RTI)

M – F 2:35pm – 3:30pm - homework help (small group work Tier II and Tier III as per RTI)

M – F 3:07pm – 5:00pm - after school clubs (small group work)

Sat 9:00am – 12:00pm – Saturday Academy (whole class and small group work Tier II as per RTI)

Instruction would take place in English. However, with our large Spanish speaking population, if a sub group naturally formed due to placement and schedule, a bilingual Spanish pedagogue would be found to facilitate. The same could happen for the other language groups, however at this time their numbers would not warrant such. There would be 6 certified teachers working these programs (1 ESL, 1 Biling Lic, 4 Specific Content area). In addition, we have approximately 8 City Year full time volunteers on staff who would also be part of the instructional team.

Instructional Support Programs would consist of (but not limited to)

Part B: Direct Instruction Supplemental Program Information

Student tutorials on how to use ACHIEVE3000.com (Intermediate and Advanced)

Student tutorials on how to read their grades and messages on SKEDULA.com (all levels)

Individual student work on ESL internet software (beginners) I.E. www.Starfall.com, www.basicEnglish.com

Word processing content area writing assignments (all levels)

Student tutorials on how to use technological hardware in school I.E. iPads, laptops, tablets, etc (all levels)

Creating and performing songs in English for publication (all levels)

Support with reading and writing strategies in English (all levels)

Additional support for testing expertise (all levels and subject areas)

Supplies: \$ 520.00

Per session expenses: \$2,000.00

?????

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: Part C Professional Development

If schools are to be provided with state of the art technology, as well as up to date methodology, then teachers need to be trained on how to fully use the new and various teaching tools properly. All the teachers at M.S. 424 work with ELLs because they are scheduled for all content area classes – except for the T.B.E. program which is more self-contained with less exposure to other teaching staff. All teachers would be able to take advantage of P.D. that would increase their ability to teach and reach ELLs.

Training could take place on monthly Monday Staff Professional Development days from 2:35pm till apx

Part C: Professional Development

3:30pm. Training could also take place after regular scheduled school days – 3:30pm till 5:00pm.

Training could also be offered on Saturdays 9:00am till 12:00pm. It is also possible that during scheduled vacations, teachers could take place in off-site training. There are also specific days throughout the school year listed as Chancellor’s Professional Development days.

Professional Development Topics would consist of (but not limited to)

How to help ELLs use and understand the CODE X ELA program

How to help ELLs use and understand the CMP3 MATH program

How to select and create reading lists in ACHIEVE3000 targeted for ELLs

How to use the various software and internet web sites to increase the English language skills of ELLs.

The relationship between the CCLS and ELL students – how to create lesson plans accordingly

Various ESL strategies that could be incorporated into your lesson planning

Specific programs come with program trainers from the supplier. I.E. CODE X, ACHIEVE3000, CMP3.

Various software and internet websites offer instructional webinars that groups could watch

In house P.D. can be offered by the ESL Coordinator and the Bilingual Ed teacher on staff.

Supplies: \$ 400.00

Per session expenses: \$2,840.00

Professional Development Fees: \$3,000.00

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

Part D: Parental Engagement Activities

Begin description here: Part D – Parental Engagement Activities

If you want your students to be involved in school and to be active learners, they need positive and consistent models to imitate. These models should not only be teachers, but their parents and/or guardians out of the school environment.

To make sure the parents/guardians are able to provide this, schools should offer various activities. Parents of ELLs are no different. Parent activities could be offered throughout the school day as they will not take away from teaching time.

Activities could also be scheduled during the same periods as mentioned above in other sections of this grant.

Facilitators can be teachers, para-professionals, parent volunteers, or even high functioning level students as well.

Parent Engagement Activities would consist of (but not limited to)

How to understand the English curriculum of your child when you don't speak English well

How to use the many software programs in English at MS 424 that your children use.

Basic math and reading workshops in English

How to read the English report card your child receives

How to use and read the electronic on line school web site in English.

Parents will receive monthly calendars with activities scheduled. They will also have an opportunity to submit requests for things they would like to have. Additional reminders and notices will be send home with students. We are also hoping to build up our parent email lists to add to our electronic school calendar on line for better communication.

Supplies: \$ 200.00

Per session expenses: \$ 1,000.00

Professional Development fees: \$1,240.00

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		
TOTAL		