



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	14K050
School Name:	MS 50
Principal:	DENISE JAMISON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: John D. Wells Middle School 50 School Number (DBN): 14K050
School Level: Middle School Grades Served: 6-8
School Address: 183 South 3rd Street, Brooklyn, NY 11211
Phone Number: 718 387 4184 Fax: 718 302 0230
School Contact Person: Denise Jamison Email Address: djamiso@schools.nyc.gov
Principal: Denise Jamison
UFT Chapter Leader: Joel Garcia
Parents' Association President: Rachel Montanez
SLT Chairperson: Philippe Whiteman
Student Representative(s): N/A

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718 302-7600 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 531/CEI-PEA Network Leader: Charles Amundsen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Jamison	*Principal or Designee	
Joel Garcia	*UFT Chapter Leader or Designee	
Rachel Montanez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Theresa Doherty, El Puente	CBO Representative, if applicable	
Philippe Whiteman	Chairperson/Teacher	
Josephine Levine	Member/ Teacher	
Ginger Brown	Member/Teacher	
Jerry Marcus	Member/Parent	
	Member/Parent	
	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

JHS (MS) 50 is a community school located in the Williamsburg section of Brooklyn. This year we are celebrating the 100-year anniversary of the school. The school has 230 students. 27% of students are ELL and 23% are students with special needs. We have 6 regular education classes; 3 self-contained classes; 1 ICT class and 2 bilingual (Spanish) classes. There are 22 teachers, 6 paraprofessionals, 1 guidance counselor, one drug prevention counselor, 2 school psychologists, 1 data entry/family worker, 1 school social worker, 1 school nurse, 1 Level Three safety agent, and 3 school safety agents.

Our mission is to provide each child with the best possible education in a safe and healthy environment conducive to learning. This outcome will be realized through the active partnership of school administrators, teachers, other professionals, parents/guardians, students and community leaders. We will establish a school climate that promotes pride and respect for all members of our school and community. Each child will be provided with the greatest opportunity to reach his/her maximum potential. Each child will be challenged to develop physically, emotionally, intellectually and socially to prepare him/her to become a productive and contributing member of a demanding and changing society. **Our vision is that our mission can be achieved through a committed, energetic and collaborative effort by all the constituencies that make up this committee.** Together, we will initiate the educational programs that we believe will best serve our students and work to see that they are utilized for maximum impact.

We are the proud recipients of Mayor Di Blasio's Community Schools' Grant and our lead community-based organization partner is El Puente. We are also a participant in the NYC Schools' Chancellor's Renewal Schools program.

Additionally, we have initiated a series of partnerships to strengthen the academic achievement of our students, the capacity of our teachers, and the involvement of our parents. This includes the following:

- **The Middle School Quality Initiative, (MSQI)**
- **The Parent-Teacher Home Visit Program, (PTHV)**
- **Reading with Friends**
- **NY Sun Works**
- **El Puente Beacon Leadership Center**

Word Generation is an integral part of the **MSQI** program. By providing cross-content vocabulary development, our students strengthen their overall learning experience. **MSQI** also provides opportunities for our students to participate in city-wide Debate Team competitions.

The **Parent-Teacher Home Visit** Project is another component of **MSQI**. Our school is one of only 40 schools city-wide that has visited the homes of our incoming students to establish relationships between the school, the parents, and the students. Chancellor Fariña visited the home of one of our students along with, the ELA teacher and a representative from our CBO. Our school attended and facilitated a workshop at the National PTHV conference in October.

Reading with Friends is a program that has students from the **Brooklyn Latin High School** serve as reading partners with our students. In turn, our students will mentor elementary school students during the second half of the school year.

Through a partnership this year with **NY Sun Works**, MS 50 has created a hydroponic green house where our students will have hands-on science experience and teachers will receive professional development on the appropriate science curriculum.

El Puente Beacon Leadership Center is a free afterschool program located inside the building. Some of the programs offered by El Puente are: Dance, Acting, Breaking, Vocal, Percussion, Health and Fitness, Stepping, Gender Groups, Cooking Clubs, Community Service Clubs, Homework Assistant, Tutoring, Sports, Baseball Clinics, Middle School and High School Transitioning Workshops, and Police Athletic League Teen Action Program.

This year our school is the recipient of the following grants:

- **Community Schools Grant** for \$270,000 to bring community service providers into our school building.
- **The Antonio Reynoso, NYC Councilmember Grant** for \$50,000.00 to upgrade our present lab to a state-of-the-arts computer lab.
- **The NYC AIDP Grant** for \$25,000.00 to provide mentoring to our students. (Achieving Mentoring Program)
- **The Pet Smart Grant** has provided our SWD students with the opportunity to adopt a pet and to learn about responsibility through the care and maintenance of the pet and engage in scientific observation.

Areas in which the school made the most growth as per the May 2014 AQR:

Tenet 4.3

Across classrooms, teachers strategically provide scaffolds and multiple entry points to engage in higher order thinking questions and discussions, resulting in all students producing Common Core instructional shifts-aligned work products.

- Teachers believe that students learn best when engaged in questions that make them reflect, ponder, and think. In order to achieve this, teachers provide thoughtful, strategic multiple entry points, allowing all students access into challenging curricula and tasks. All teachers observed asked ‘higher order thinking,’ thought-provoking questions that led to quality student-to-student discourse. In several classes, teachers’ lessons revealed strategic groupings and differentiated tasks in order to **challenge but not frustrate students**. For example, an English class had students reading, questioning, and discussing articles about genetic engineering, while in an English as a second language (ESL) class, groups of students were assigned different tasks based on their learning needs. Each group was presenting interdisciplinary work and questioning one another about key points in the novel, *Esperanza Rising*. Students, across all subjects, **but especially in math and English**, have been exposed to and have created work around the Common Core instructional shifts.

Tenet 2.3

School leaders have aligned resources and given staff time to support the school’s instructional goals, resulting in improved instruction and student work products.

- The school operates on a tight budget due to low student enrollment and high average teacher salary. However, the school uses its funds strategically on teacher development through coaches (Generation Ready, Morningside Center, Ramapo) and **pre-written curriculum (CodeX, CMP3)**. The principal and cabinet have applied for numerous grants that allow them to fund other programs, such as providing iPads in ESL classes, an attendance incentive partnership, and the Middle School Quality Initiative. These programs have increased teacher support and student engagement. The school has developed a strong partnership with the non-profit community organization El Puente, which has provided the school with enriching after school programs and a resident teaching artist. Additionally, the principal worked hard to improve teachers’ morale and camaraderie, leading to a School-Based Option vote which allowed students to be dismissed early once a week, so that teachers could participate in professional development. Teachers meet weekly as a whole staff and also participate in department-wide common planning on a regular basis, led by the school’s two Assistant Principals. Teachers report feeling more confident about the Advance system and the Danielson Framework as an evaluation system, and also state that this year’s common planning time with colleagues “helped create modifications [of CodeX and CMP3] for students.” These structures have allowed teachers to focus on improving instructional strategies, such as multiple entry points, and developing high order thinking questions, which in turn have led to an increased level of student work product.

Tenet 2.4

The administration has implemented a system of observations with effective feedback and next steps aligned to the school's instructional goals, resulting in improved instruction by all teachers, including those new to the profession.

o The principal and assistant principals created an effective system that allows for frequent cycles of teacher observations, timely feedback, and several one-on-one meetings that provide targeted teacher development. The principal provides resources to support teachers, from books and other printed resources, to targeted coaching through Generation Ready. Written and oral feedback to teachers on lessons contains specific next steps, thus outlining a clear path for teacher development. The administration has also set up inter-visitations for teachers with several neighboring schools to share learning and best practices across the district. This results in improved teacher practices leading to professional growth and reflection across all subjects.

Key areas of focus for this school year as per the May 2014 AQR:

14K050 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	230	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.5%	% Attendance Rate	87.2%	
% Free Lunch	91.8%	% Reduced Lunch	2.3%	
% Limited English Proficient	27.1%	% Students with Disabilities	28.1%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	13.7%	
% Hispanic or Latino	84.3%	% Asian or Native Hawaiian/Pacific Islander	0.3%	
% White	1.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	25.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	4.6	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4	3.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.4%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	88.5%	
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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			
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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 (2012-13)				
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			

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% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Tenet 3.5

Develop teacher practice around implementing frequent student self-assessments and analyzing data derived from student work in order to effectively adjust curriculum and instruction so that all students' learning needs can be met.

o MS 50 uses common assessments across grades and common rubrics across departments. While departments meet weekly to share student summative assessment data at team meetings, teachers do not yet have a system to consistently measure student progress at benchmark points throughout the year. As a result, teachers struggle to effectively analyze student work and data against a specific expectation, which limits teachers' ability to adjust curricula and instruction throughout the school year with an endpoint goal in mind.

o Many teachers check for understanding through questioning, rubrics and exit tickets. For example, in both English and ESL classes, teachers followed a coherent practice of using Post It notes to have students reflect on or record questions. As a result of the school's common planning time, teachers in the English department thoughtfully scaffold higher order thinking questions so that students can access the learning material for the day. However, across classrooms, not all teachers use these practices and students do not consistently self-assess. As a result, there is an uneven use of varied checks for understanding across subjects, which in turn, limits the ability of teachers to build a culture of student self-assessment to ensure that all students' learning needs are being met.

Tenet 3.3

Continue to ensure that curricula and tasks are consistently planned and refined across all subject areas using data, learning standards and student work, so that all departments can provide opportunities for students to produce rigorous work.

The math, English and ESL curricula emphasize rigorous habits and higher order skills. Additionally, individual teachers across departments plan lessons and daily modifications using student work and data. As a result, not all teachers use existing data in order to more consistently plan for all students, limiting the creation and design of extensions for the highest achieving students and reading remediation for the lowest achieving students.

Tenet 2.4

• Establish benchmarks to measure if the school is on track to meet its instructional goals, as determined by data from teacher observations and common assessments to ensure the support of the whole school community.

The school has established thoughtful, clearly articulated goals for the school year that are well known by teachers and administration, who reflect on these goals every June in order to develop goals for the upcoming school year. Additionally, teachers have a mid-year check-in with administration around progress towards their professional goals. However, the school does not yet have a system in place to reflect on the overall progress towards its own goals as a whole organization during the school year. As a result, the school does not consistently develop learning benchmarks for all students, and therefore the administration and teachers struggle to notice trends and patterns in order to make rapid and necessary adjustments in teaching strategies, resulting in even more accelerated school improvement.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school

- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

14K050 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	230	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.5%	% Attendance Rate		87.2%
% Free Lunch	91.8%	% Reduced Lunch		2.3%
% Limited English Proficient	27.1%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		13.7%
% Hispanic or Latino	84.3%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		25.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4		3.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		88.5%
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</p> <p>Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</p>

<p>According to the school’s last AQR conducted in the 2013-14 school year, the following was recommended for Tenent 3.3: Ensure that curriculum maps and lesson plans are aligned to Common Core Learning Standards and New York State content standards and are adjusted using student data to ensure that all students have access to higher-order thinking skills across content areas and grades.</p> <ul style="list-style-type: none"> Our student achievement data indicates that, for the 2013-14 school year, 6% of the students met the state standards in ELA and 4% met the state standards in math. These scores necessitated overall school improvement planning to insure that teachers begin to collaborate more effectively and align instruction to the CCLS. Through support from our network, we have set up short term residencies in ELA and Math to support teachers in writing and implementing rigorous CCLS aligned lesson plans that expose students to complex materials and tasks that promote higher order thinking skills. We are working with teachers to review and revise the current data system to insure that all teachers plan using data driven instruction.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, 95% of teachers will have incorporated essential and higher order thinking questions in their daily lessons to ensure that students are actively engaged in ambitious, intellectual activity; developing critical thinking skills aligned to Common Core Learning Standards preparing students for career and college.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All students are assessed using the DRP to determine each student’s reading level. As a result, instructional materials are selected and tailored to meet students’ needs and ability levels. This assessment occurs two times a year.</p>	<p>All students</p>	<p>September 2014- June 2015.</p>	<p>Administration and teachers</p>
<p>The school has been programmed to add strategic reading periods in all grades.</p>	<p>All students</p>	<p>October – 2014 – June 2015</p>	<p>Administration, teachers</p>
<p>A series of interim assessments will be administered throughout the school year, including the NYCDOE interim assessments in ELA and Math.</p>	<p>All students</p>	<p>October 2014 – June 2015</p>	<p>Administration, teachers</p>
<p>CCLS aligned curricula is used in all content areas. Teachers collaborate to include scaffolds to address the learning needs of our ELLS, SWD and at-risk students.</p> <p>AIS will be provided for students who have demonstrated far below grade level decoding and reading comprehension skills using a variety of skills based reading materials. As a part of MSQI, they will participate in a strategic reading program three times weekly. Additional support is given through the Achieve 3000 reading program and the iXL Math program, both of which are computer-based programs.</p> <p>A thriving home-school partnership is being developed to support the learning process. Teachers made home visits in August to incoming 6th grade students in order welcome the new students and their families to our school and to strengthen the overall home-school connection.</p> <p>Faculty and staff members will be provided with various professional development opportunities to support the teaching and learning process in developing rigorous instruction.</p> <p>The school has put into place a schedule for both vertical and horizontal teacher team meetings to examine student work, analyze data, plan collaboratively and engage in inquiry work.</p>	<p>All students</p> <p>All students</p> <p>Sixth grade families</p> <p>Teachers, admin.</p> <p>Teachers, admin.</p>	<p>2014-2015 school year</p> <p>2014-2015 SY</p> <p>2014-2015 SY</p> <p>2014-2015 SY</p> <p>2014-2015 SY</p>	<p>Administration, teachers,</p> <p>AIS teacher, ESL teacher, Special Ed teacher, General Ed teachers.</p> <p>Sixth grade teachers, parent coordinator, principal, NYC schools’ chancellor</p> <p>Teachers, Admin. Network specialists, educational consultants.</p> <p>Teachers, Admin.</p>

Parents receive reports on their children’s academic progress four times a year.	Parents, students	Teachers, parents	Teachers, Admin.
Teachers are available every Tuesday afternoon from 2:20 – 3:00 PM to meet with parents.	Parents	Teachers, parents	Teachers , parents, and admin.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, NY Engage; school-wide lunch for students; Children First Network (CFN) specialists

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
The activities/action plan will be in effect from October 2014 to June 2015. Mid-point progress review will be during the first week of February 2015.				
Part 6b. Complete in February 2015 .				
3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
4.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the school’s last AQR conducted in the 2013-14 school year the following was recommended for Tenet 5.5:

In order for the school’s strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should expand the plan to engage all stakeholders in ensuring the school’s vision supports both the social and emotional needs of students to ensure timely services and supports for the whole school community.

- The plan will expand through the newly formalized partnership of our school community with the community-based organization El Puente. Our school is a proud recipient of the Community Schools Grant and El Puente is our lead organization and will work with us to establish a plan that will engage all stakeholders to support the social and emotional needs of our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in student attendance by 1% from the previous school year, as a result of the school-wide PBIS program, the advisory classes, and the Achievement Mentoring program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>At MS 50, we renamed our Pupil Personnel Team to a more fitting name: The CARE Team stands for Children Are Reason Enough. The team's goals are to identify students' challenges and identify the appropriate network of support (in-school and/or external partners) to deliver specific interventions.</p> <p>This team is made up of the principal, assistant principal, dean, parent coordinator, attendance teacher, SAPIS (Substance and alcohol Prevention/Intervention Services) counselor, RAPP counselor (Relationship Abuse Prevention Program); plus intermittent participation from: Mandated Service Providers (speech/hearing specialists, Special Ed. teachers and CFN staff. Indeed, CARE is the guiding principle of our meetings.</p>	<p>At risk students from all sub group categories</p>	<p>August, 2014- June, 2015</p>	<p>Administration, School Dean, Parent Coordinator, Attendance Teacher, SAPIS Counselor, RAPP Counselor, Mandated Service Providers; Teachers, SWD Teachers and ESL</p>
<p>Specific Targeted/High Needs Student Interventions for ELL students at MS 50 have been designed by El Puente to continue and build upon their pilot Integrated Arts Project. In the 2013-2014 school year, this program was extremely successful in engaging these targeted 6th grade students in structured arts instruction (w/professional teaching artist) that was integrated into their ELA class. The language acquisition skills, arts instruction, as well as the culminating presentation, were highly motivational for participating students' level of engagement and attendance. Through the Community Schools Initiative, we would like to possibly expand this program to work with our ELL students across the 6th, 7th, and 8th grades. Additionally, we would also like to expand to other arts' disciplines that would support both our cultural vision, and our STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiatives, such as dance, music, or visual arts (studio arts, photography, and film/video).</p> <p>Through the Community Schools' Grant El Puente will support and expand the MS 50 mentoring program by supplying young adult mentors to work with our at-risk students.</p> <p>Parent/Teacher Home Visit Program: MS 50 was selected to be one of</p>	<p>ELLs and SWDs students</p>	<p>August, 2014-June, 2015</p>	<p>El Puente Community School Program</p>

fewer than 10 middle schools from NYC to participate in this NYCDOE pilot program. In Summer 2014, a trained team of school administrators, staff, and El Puente CBO staff made home visits to the families of all incoming 6th graders. Our goal is to begin forging relationships with the families, and to inform families about the programs and services our school has to offer. Through these visits, we hope to assess the general needs of incoming 6th graders and their families, such that we can design our instructional program and activities to address those needs, once school starts. These visits will continue on a random basis for families in the 6th & 7th grades, to monitor 6th grade transitions, and to focus on 7th grade families as part of our HS prep program (Incoming 6th Grades: July, Aug, Sept. 2014; 7th September, 2014-March, 2015).	All parents	August, 2014-June, 2015	Parent Coordinator; Administration; PTA President; SLT Team
Develop Attendance Target Groups: Parent Engagement time will be used to focus on students whose daily attendance is between 50 and 80%. The parent coordinator will focus on students whose daily attendance is between 30 and 79%. The attendance teacher will focus on students whose daily attendance is between 0 and 30%	Students at Risk due to Attendance	October, 2014- June, 2015	Administration; Parent Coordinator, Attendance Teacher.
Make daily home contact via the automated School Messenger system for all students absent and late each day	All Students	September, 2014- June, 2015	Parent Coordinator;

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for Assistant Principals; Guidance Counselors; Parent Coordinator; Attendance Teacher; CBO (El Puente)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Logs of calls home via School Messenger; Teacher Logs of calls and family visits; Individual student attendance plans; Improved Student Attendance from September 2014-January, 2015; Review in February, 2015 of all activities for benchmark review				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

4.3 Continue to provide and expand teaching practices with a focus on multiple entry points for all students, so that learners can access to the school’s common core aligned curricula and its deeper thinking and questioning skills.

Teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address all students’ goals and needs.

In addition to the Advance system the principal has initiated additional walkthrough observations and provides immediate feedback to teachers in areas of “Glow and Grow.”

An Inquiry Focus for a six grade class with ELLs and SWDs examines student data. Administration is working with the teachers to create short and long term goals for students, promote student ownership of these goals, and encourage student inquiry.

Our Instructional Focus continues to center around Higher Order thinking skills, thus expecting teachers to have higher order questions prepared in their daily lesson plan.

A careful analysis of the Measure of Teacher Practice data will be done in order to determine teachers’ strengths in Domain 3.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teachers will be engaged in teacher-collaborative team work to evaluate students' progress and to adjust teacher practice towards greater promotion of students' success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
A Data Analysis of Measure of Teacher Practice data for the first round of teacher observations in Domain 3 will drive the Professional Development Plan.	All Teachers Administrators	September, 2014-June, 2015	Administrators, teachers
Relevant student data was provided by the principal and assistant principal to support instructional practices for collaborative inquiry that meet established student and school-wide goals. This includes student State ELA and Math results. Teachers work with students on this data to identify individual student goals.	All Teachers, Administrators Students	September, 2014-June, 2015	Administrators, Teachers,
ESL and content area teachers meet weekly to discuss strategies for scaffolding to meet the needs of the students. SWD teachers meet with the general ed. content area teachers to plan instruction.	ESL, SWD and Content Gen Teachers	September, 2014-June 2015	Administrators, Teachers
The UFT Contract has set aside time on Tuesdays for teacher communication to parents on academic issues to further support student achievement.	Teachers, Parents, Students	September, 2014- June, 2015	Administrators, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding to support Administrators, teachers, Network Staff

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	X	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus money

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Activities occur from September, 2014- June, 2015. February, 2015

Part 6b. Complete in February 2015.

- | | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the school’s last AQR conducted in the 2013-14 school year, the following was recommended for Tenet 2.4

Further develop and implement a teacher observation school-wide plan and continue to use observation data to provide on-going professional development opportunities in multiple formats for staff. Our student achievement data indicates that during the 2013-2014, 94% of students did not meet State Proficiency in ELA and 96% of our students did not meet State Proficiency in Mathematics. 2014 MOSL (Measures of Student Learning) using the Safety Net Score gave 100% teachers Effective and Highly Effective Ratings.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leaders will implement frequent cycles of observations so that 75% of teachers will demonstrate proficiency in their practice by incorporating the Danielson Framework for Teaching rubric as evidenced in the improvement in at least one competency by one or more HEDI rating.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A Data Analysis of Measure of Teacher Practice data for the first round of teacher observations in Domain 3 will drive the professional development plan. Our focus will be on the three components in the domain; questioning and discussion, engaging students in learning, and assessment in instruction.	All Teachers, Administrators	September, 2014-June, 2015	Administrators, Teachers
In addition to contractual observations, non-evaluative learning walks and inter-classroom visitations will be conducted for all teachers. Teachers will engage in self-reflection activities and identify ideas, techniques and strategies that they will be able to use in their practice.	Teachers	September 2014-June, 2015	Administrators, teachers.
Teachers will also receive support and professional development through the network instructional specialists and educational consultants.	Teachers	September, 2014-June, 2015	Administrators, network specialists, educational consultants
Monitor school operations and allocation of resources to ensure that they are effectively supporting the school in meeting the needs of all students	Entire School	July, 2014-June, 2015	Administrators,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
DOE Talent Coach; Network Instructional Specialist; MSQI Coach; National Teacher Network

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority and Focus Money													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

Teacher classroom observations began in October and will conclude in June 2015 by January 2015 each teacher will have been observed at least two times.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent/Teacher Home Visit Program: In Summer, 2014 a trained team of MS 50 faculty and staff along with El Puente CBO staff members made home visits to the families of all incoming 6 th graders. Our goal is to begin forging relationships with the incoming families and to welcome them to the MS 50 school community. The ultimate goal is to establish a warm and collaborative partnership with our families.	6 th Grade Families	July, 2014- June, 2015	Administrators, Teachers, Guidance Counselor, El Puente CBO
Parent Surveys: Our parent coordinator will continue our practice of soliciting as many parents as possible to participate in our internal Parent Needs’ Survey, to gather information about their needs and challenges. These surveys are distributed at our parent orientation sessions, parent-teacher conferences, and one-on-one parent interactions.	All Families and Students	July, 2014- June, 2015	Parent Coordinator
We work with El Puente to offer existing adult programming to specifically target MS 50 families and students, including: ESL and Spanish-GED classes; staffing adult computer classes; community social/recreational classes (sewing circles, skill-based workshops, etc.) Through the Community School grant we plan to establish an in-school health clinic, to serve students and their families. Families can have their children receive their immunization shots and physicals for summer camp at the school.	All Families and Students	July, 2014- June, 2015	El Puente CBO, School Community
The Centennial Celebration for MS 50 will provide school-wide activities for our parent population and the South Williamsburg community.	All Families and Students	July, 2014- June, 2015	El Puente, CBO, School Community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CBO Funding

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority and Focus Money; MSQI Parent Teacher Home Visit Project													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Family Curriculum Night –September, 2014; Marking Periods Progress Monitoring Reports: October, 2014,December, 2014; February, 2015; March, 2015, May, 2015; Teacher Logs of Parent Contacts

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 1 students; Holdovers, Overage students	Dedicated AIS Teacher; Win period; Saturday Academy	Small group	The school day
Mathematics	Level 1 Students, holdovers, overage students Bilingual students have an afterschool program	Computer based program to support the instructional program	Whole class	The school day, selected periods.
Science	20% of our students are at levels 3 or 4 in Science as per the state exams. We have partnered with NY Sun Works to support our science curriculum for all students.	All students	Whole class instruction	During the school day.
Social Studies	Social Studies AIS is embedded in ELA via content-based texts and through the Achieve 3000 computer based program.	All students	Whole class and small group instruction	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk, SWD/IEP students	Guidance counselor	Small group, one-to-one	School Day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

In the 2015 school year, fifty percent of all students eligible for AIS will participate in a series of ELT opportunities.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All students are eligible and encouraged to attend.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The school's ELT program is comprised of several components, which include: Saturday Academy; Summer Learning; Robotics; ELA Test Prep for ELLs; NYSELAT for ELLs; ELA and Math Afterschool Program; Math Regents' Program; Reading with Friends; Debate Team; Spelling Bee Preparation; Basketball Team

Part 2c. Is the ELT program voluntary or compulsory?

X

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We use several methods of recruitment, such as: backpack and mailings, automated phone messages, school app, school calendar, Parent newsletter, cafeteria announcements, and program participation incentives (No Uniform Today [NUT] cards; pizza lunch; open gym).

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Administrators will oversee all of the afterschool programs ; Teachers will facilitate program implementation;

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Administration, teachers, ELA and Math materials; Regents' Test Prep books; Summer learning programs, i.e, Scholastic, Rally materials in Math and ELA. El Puente CBO; Smart Start

Part 3c. Timeline for implementation and completion, including start and end dates.

Start dates are varied according to the specific programs. Some programs are currently in session: Reading with Friends; Robotics; Spelling Bee Preparation; NYSELAT for ELLs

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Community Schools' Grant

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February, we will examine to see the number of students currently involved in ELT programs and continue to recruit students for existing and future programs.

Part 5b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
When hiring new teachers, teachers are interviewed by administration and are required to conduct a demonstration lesson. Administration solicits feedback from the students involved in the demonstration lesson as to how they felt the candidate performed. If teachers are available, the specific content area teacher of the candidate is included in the interview process. However, since most of the hiring occurs during the summer, we usually do not have teachers available.

2b. 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).
We employ the services of our network instructional specialists to support our professional development program. We also use outside consultants such as Generation Ready (formerly AUSSIES), El Puente; NY Sun Works and the National Training Network. We also participate in the superintendent's district collaborative PD and inter-school visitations. We also have our teachers to share best practices from off-site PD sessions that they have attended and to turn-key information from those PDs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A Measures of Student Learning (MOSL) committee was created by the administration to participate in the selection, implementation, and analysis of multiple assessment measures. Teachers voluntarily participated and all major content areas were represented. This group of teachers also created the assessment schedule for our school.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	281,355	X	Sun Works, Generation Ready,
Title I School Improvement 1003(a)	Federal	TBD	X	
Title I Priority and Focus School Improvement Funds	Federal	71,943	X	
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,655,672	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between 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 the school. MS 50 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 the school and the families. The 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 the school community. MS 50 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 the school community;

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) Template

MS 50, 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;

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 Parent-Teacher 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;

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 14	Borough Brooklyn	School Number 050
School Name The Williamsburg Middle School Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Denise Jamison	Assistant Principal William H. Lemos
Coach None	Coach None
ESL Teacher Olwen Abergas	Guidance Counselor Marilyn Sostre
Teacher/Subject Area James Whitaker/ELA	Parent Maribel Rodriguez
Teacher/Subject Area Jason Warren/ELA-SS	Parent Coordinator Jahaira Rodriguez
Related Service Provider Paulette Kee	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	314	Total number of ELLs	82	ELLs as share of total student population (%)	26.11%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>							10	16	17					43
Freestanding ESL														
Push-In							22	10	7					39
SELECT ONE														0
Total	0	0	0	0	0	0	32	26	24	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	7
SIFE	11	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	25

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	43	2	0	0	0	0	0	0	0	43
Dual Language										0
ESL	14	9	7	20	3	4	5	0	5	39

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	57	11	7	20	3	4	5	0	5	82
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							9	16	17					42
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	9	16	17	0	0	0	0	42

*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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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							23	9	7					39
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	23	10	7	0	0	0	0	40

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)							12	16	13					41
Intermediate(I)							7	4	5					16
Advanced (A)							14	7	4					25
Total	0	0	0	0	0	0	33	27	22	0	0	0	0	82

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							12	16	13				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							7	4	5				
	A							14	7	4				
	P							0	0	0				
READING/ WRITING	B							12	16	13				
	I							7	4	5				
	A							14	7	4				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	2	1	0	25
7	12	1	0	0	13
8	12	0	0	0	12
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	28	0	1	0	1	0	0	0	30
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	26	0	12	0	5	0	1	0	44
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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)	2	12	4	12				
Chinese Reading Test								

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

- 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.
 - TC Running Records, NYSESLAT, LAB R, Interim Assessments. The data is recorded in the student's individual profile which helps us to monitor academic progress. Based on the data, students get assigned to AIS. In addition, students receive two periods of Achieve 3000 and a period of Word Generation.

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

2. Based on the data, on the average 30% of ELL students passed the NYSESLAT. More than 50% increased their proficiency level and likewise assessment is also conducted to monitor their proficiency levels. Based on the Running Record results, our ELL students are one or two years below grade level in reading. Some students have decoding challenges while others have fluency challenges which impact on comprehension
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 [AMAQ tool](#))

3. Instructional decisions are based on reading/writing, listening/speaking modalities. In addition, content area teachers are also informed of students' NYSESLAT levels.
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?

4. Most of our ELL students attain a Level II in the NYS ELA Test. This is also reflected across the various subgroups. ESL teachers review the data from the item analysis to inform their teaching and learning.

The data from the Periodic assessments are reviewed by the ESL, ELA teachers and the administration to determine the instructional program and students who need to receive after-school assistance. According to the results from the periodic assessment our students progress according to expectations.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:
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?

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

We compare the results of the NYS ELA test with the NYSESLAT to see if there are any trends. In addition, we have a higher percentage of ELL students than the city average passing the NYSESLAT. The increase in the number of teachers seeking ESL certification reflects that teachers recognize the ESL program as valuable to our student population as demonstrated by the number of students who test out from the NYSESLAT. The results from the NYS School Report Card and the NYC Progress Report are examined using the ORID protocol. The findings are presented to the school community.

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](#).)
 1. When a student registers at the school, the parent is provided with the HLIS form. If the student is coming from another NYC school, the exam history is examined to determine the student's needs and after a conference with the parent a decision is made as

to where the student is placed. If the student is new to the public school system, the certified ESL teacher, Mr. O. Abergas or Ms. S. Kao, conducts an interview with the child and the family to determine the language proficiency. The parent coordinator, Ms. J. Rodriguez, will provide translation support to the ESL teacher. If the student has never taken the NYSESLAT, the student is given the LAB-R by the certified ESL teacher within the 10 mandated days. This process is conducted to all new students throughout the school year. The Spanish LAB is administered by the bilingual teacher Ms. M. Brito. Annually, the results from the NYSESLAT test are viewed to determine which students need to continue in the program. If a student achieves advanced status, the child may be moved out of the bilingual program, with parental consent, into the free standing ESL program. The results are also used to determine which level the student belongs at.

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.
2. To ensure that parents understand all three program choices, there is an orientation meeting where a video and materials are presented. The parents of students who have English limited proficiency and speak Spanish are presented with the choice of the transitional bilingual program, dual program, or the free standing ESL program. The Dual Language program is offered at other schools. Students of languages other than Spanish are offered all three programs. Those students who choose to stay in our school are placed in the free standing ESL program because our bilingual program is only offered in Spanish. Our non-Spanish speaking parents have opted to stay and participate in the free standing ESL program.
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 [\[see tool kit\]](#).)
3. Entitlement letters, parent survey and program selection forms are distributed to parents upon registration and are returned when the child completes the registration process. In order to collect all forms, phone calls are made to the homes. All of our forms have been returned immediately, the forms are kept in the ESL classroom.
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.
4. The students who speak languages other than Spanish are placed in our free standing ESL program. Those with Spanish speaking backgrounds are placed according to parent selection into either the free standing ESL program or the transitional bilingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All students who are entitled to take the NYS ELA Exam and the NYSESLAT are identified using ATS reports
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. **①**
5. After reviewing the parent survey and program selection forms for the past few years, we conclude that the trends have been that 100% of the students who have received bilingual instruction in elementary school continue to choose bilingual instruction in the middle school. 100% of the newcomers who speak Spanish select the transitional bilingual program. 100% of the students who have been receiving ESL services during their elementary school years continue to choose the free standing ESL program during their middle school education. Both the free standing ESL program and the transitional bilingual program offered at our school are aligned with parent request.

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])?
 1. a. The organizational model for our transitional bilingual program is departmentalized. Students receive NLA and Social Studies from one certified bilingual teacher, Ms. M. Brito. In addition, they receive math and science from another certified bilingual teacher, Mr. L. Moran. For students in the free standing ESL program, there is a combination of push in and pull out programs. The ESL teacher co-teaches with the ELA teachers. (Ms. Atkins in grade 6 and Mr. Whitaker in grade 8) seven grade students receive the services from the pull out program.
 1. b. Bilingual students follow the block model, traveling together as a heterogenous group of mixed proficiency levels. One class is ungraded with a combination of 6 and 7 grade students and the other class is only for eight grade students. ESL services to our bilingual students are offered in homogenous grouping according to their proficiency level of beginners, intermediate or advance.

The free standing ESL program also follows the block model by grade for students in general education. Students are grouped heterogenously, with mixed proficiency levels. For students in self-contained classes a heterogenous pull out program is offered.
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)?
 2. a. All our bilingual students receive ESL services 360 minutes per week. The free standing ESL program provides our beginners and intermediate students with 360 minutes per week because of the block scheduling. Our advance students receive additional ESL instruction time above their 180 minutes. Our two certified ESL teachers ensure that the mandated number of minutes are provided to all students in each program. Bilingual students receive 45 minutes daily of NLA. ELL students not in the bilingual program receive 8 periods of ELA a week.
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.
 3. The content area instruction for the bilingual program is offered both in English and Spanish following the 60% in English and 40% in Spanish. The native laguage arts curriculum is aligned with the ELA curriculum with special emphasis on differentiated instruction with ESL methodologies. The free standing ESL program is offered in English aligned with the ELA curriculum. Native language glossaries are used in the free standing ESL program. When possible same language peer grouping is facilitated.

Additionally, differentiated instruction and flexible grouping occur in the classroom. Visuals are also used in math, science, and social studies. During the pull out ESL program the teacher supports the acquisition of academic vocabulary and concepts in the content areas. All ELL students engage in Common Core aligned instruction using Scholastic's Code X materials. ESL and ELA teachers plan their instructional units collaborative using CCLS. The material is scaffolded and SIOP methodology is used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Our bilingual students receive NLA instruction where formative and summative assessments are conducted in Spanish. In addition they take the ELE test to determine Spanish comprehension of the Spanish language. All the NYS tests are administered in Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students take the Periodic Assessments, teachers conduct individual interview with beginner students. For the regular ELL students we used Code X materials, Achieve 3000, and Word generation.

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).
 6. a. ESL teachers confer with the ELA teachers to ensure that SIFE students are identified. Once this has been done, a review of data which includes and it not limited to the NYSELAT, NYS ELA test, interim assessments and teacher's formative assessments, is done. Instruction is differentiated to address the individual learning needs of the students. Some of the students identified as SIFE receive counseling and SIFE students with IEPs receive additional assistance from the SETSS services, CTT services, or are serviced by a self-contained classroom teacher as detremined by the IEPs.
 - b. Thus far all of our newcomers are in the transitional bilingual program. A breakfast program is offered to them to assist them in acquiring the social language and acclimating to the school envioroment. Students also participate in the 37 1/2 minutes after-school program with ESL teachers. Students also have the opportunity to participate in the SES program, Edison Learning. These programs provide academic tutoring in a small setting. Additionally, students who will be taking the ELA test participate in an after-school program designed to provide them with reading and writing strategies aligned with requirements for the ELA test.
 - c. For our ELL students (4-6 years) we provide the following services: The ESL teacher confers with all content area teachers to identify individuilaized strength and needs of students. Further analysis of NYSELAT modalities' results guides the ESL/ELA instruction. Some of these students receive SES services.
 - d. An analysis of the data indicates that most long-term ELL students are in self-contained classes or are SIFE students. The ESL and ELA teachers confer and plan instruction based on the student's IEP.

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?

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?

ESL teachers confer with the IEP teacher and content area teachers to modify instructional materials. Some of the students have parallel schedules that llow them to receive mainstream services.

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:				

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

Social Studies:				
Math:				
Science:				

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

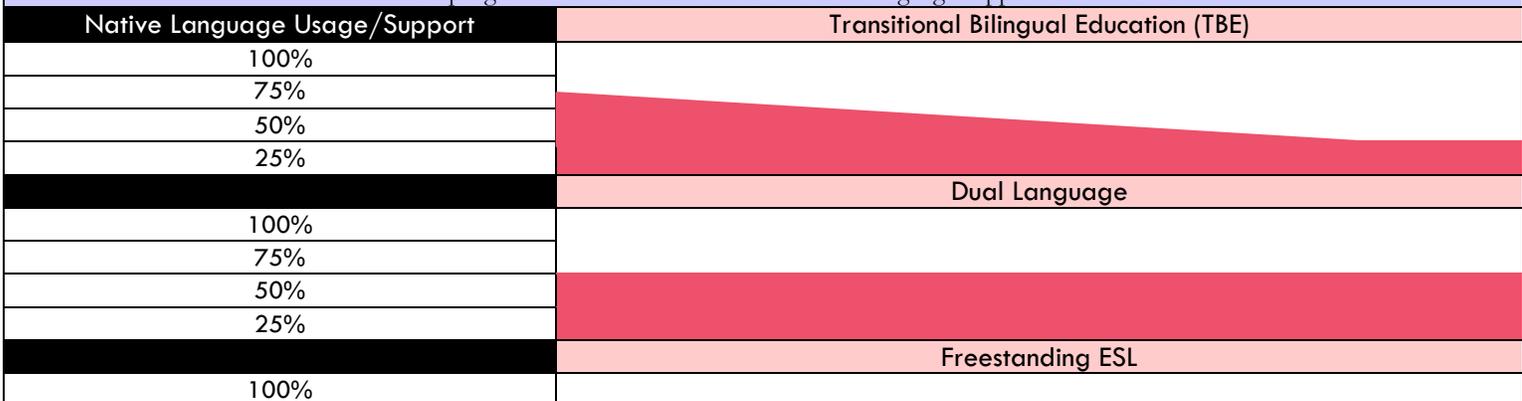
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 teachers and content area teachers plan their units together during the School-wide Planning Time. AIS services are provided to some ELL students and others are invited to attend after-school and Saturday programs.
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 year the school has adopted translanguaging strategies to help ELL students. Our students continue to score above the city average in the NYSESLAT. Additionally, the use of technology has been expanded to include the use of Ipads to help students with language development.
11. What new programs or improvements will be considered for the upcoming school year?
We will continue with the proven programs
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are encouraged to participate in all school activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We have Smartboards, projectors, laptop, Ipads.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
NLA Classes and translanguaging. The alignment of ESL and NLA language objectives.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our bilingual students are clustered according to proficiency levels for ESL instruction. Our former ELL students are clustered together in one class per grade.
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.
A Summer Institute is offered during August.
18. What language electives are offered to ELLs?
None
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

Our ESL teachers and some of our ELA teachers have participated in city-wide ESL conferences . Opportunities for curriculum mapping and common preparation meetings are provided to all teachers of ELL students. All teachers are receiving professional development in the Common Core State Standards as we progress through the school year. Several of our ELA and content area teachers are advancing their knowledge of ESL methodologies by attending post-graduate programs and some are persuing ESL certification.

2. Our teachers attend Code X seminars throughout the year and CUNY initiatives for ESL teachers.
3. The ESL teacher confers with content area teachers to share and develop instructional practices on a weekly basis. In addition, some of our faculty conferences and common preparation meetings are devoted to expose our faculty to ESL methodology.
4. Content area teachers receive training by our ESL. CFN 107 provides PD throughout the year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Every year the parents of all ELL students are invited to an orientation meeting where the programs are explained. Phone calls are made in both languages inviting parents to workshops. Our CBO provides outreach as well as workshops. parents in need of translation services are encouraged to call ahead so that we can secure the services available through NYC DOE. Additionally, the parent coordinator and one of the assistant principals are available to assists with translations. All of our correspondence is in tqo languages; English, Spanish.
 2. The school partners with El Puente to provide workshops to ELL parents such as GED, ESL, and social programs.
 3. The parent coordinator conducts informal surveys and interviews with the parents in order to assess their needs. Additionally, parents meet with the ESL teachers and needs are addressed and identified. The parent coordinator has a list of resources for all parents.
 4. The parent coordinator offers workshops designated to assists parents of ELL students. There is also a Math Night for parents. Parents of our ELL students participate in various activities throughtout the school year such as Parent-Teacher conference, students' celebrations, etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Jamison	Principal		11/15/13
William H. Lemos	Assistant Principal		11/15/13
Jahaira Rodrigue	Parent Coordinator		11/15/13
Olwen Abergas	ESL Teacher		11/15/13
Maribel Rodriguez	Parent		11/15/13
Jason Warren	Teacher/Subject Area		11/15/13
James Whitaker	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Marilyn Sostre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K050**

School Name: **JHS 050**

Cluster: **1**

Network: **107**

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.

We analyze the HILTS forms, and conducted parent surveys to determine the language needs of our families.

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.

MS 50 currently enrolls 306 students with the following ethnic background: 232 students are designated as Hispanic, 1 student is native American, 4 students are Asian, 2 students are from the Pacific Islands, 65 students are black and 2 students are white. We identified 56 students in the Transitional Bilingual Spanish Program. The findings are presented during the October School Leadership Team meeting.

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.

All school documents are translated to Spanish using Google Translate and the assistance of school staff. If another language is identified in need of translation Google Translate will be used.

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 oral translations to Spanish are conducted by the parent coordinator, Ms. J. Rodriguez, the assistant principal, Mr. Wm. Lemos and other school staff.
The school displays posters highlighting the availability of DOE translation services.

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 follows all mandates from Chancellor's Regulation A-663. Identification of students' language needs is made within the first 30 days after enrolment. The parent coordinator refers parents to various services that are available to all parents by DOE. One on one and group translations are performed by school staff.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: JHS 50	DBN: 14K050
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

MS 50 offers an after-school program designed to meet the needs of our intermediate and advance ELL students in grades 6-8. The program is designed for implementation into two sessions. The programs are conducted by the two licensed ESL teachers.

* The first session is for preparation for the NYS ELA exam. The program runs Wednesday and Thursday from 2:20-3:20 PM. The program started September 17, 2014 and will run until February 26, 2015. There are 30 students receiving services. The program uses Curriculum associates NY Ready ELA materials.

* The second session is for students to receive additional assistance in meeting the various modalities of the NYSESLAT. Students receive additional assistance in reading, writing and listening. The program runs Wednesday and Thursday from 2:30 PM - 3:30 PM. The program will run from March 4, 2015 and run until May 6, 2015. There will be 45 students receiving services. The program will use Getting Ready for NYSESLAT.

Starting On October 4, 2014, until October 25, 2014, MS 50 offered our the parents and students who have been identified as newcomers with a cultural program. The program run on 4 Saturdays from 9:00 AM - 12:00 PM. The parents and students researched specific cultural places in the city and on Saturdays, the ESL teachers took the parents and students to the places in the city they have researched.

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:

Content area teachers meet regularly with the two certified ESL teachers to plan and discuss instructional strategies and practices. ESL teachers participate in the ELA common preparation meeting. All our teachers received training in Understanding by Design Techniques by one of their consultants. Consultants from the Core Knowledge program provided training for a week to our ELA and ESL departments in the development of curriculum mapping and development of units of study. Our content

Part C: Professional Development

area teachers who are attending ESL college programs turn-key their learning to our ESL teachers. The following are some of the workshops presented:

All the following sessions are attended by the entire faculty, 26 teachers: August 25 - 29, 2014 9:00 AM to 11:00 AM "Understanding by Design" presented by the UBD Institute, September 3, 2014 9:00 - 10:00 AM "Developing a Curriculum Map" presented by consultant A. Madison, September 8, 2014 "Scaffolding Language, Scaffolding Learning" presented by ESL teacher O. Abergas, October 6, 2014 2:20 - 3:30 PM "Teaching Second Language Learners in the Mainstream Classroom" presented by ELA teacher J. Whitaker, November 4, 2014 8:00 - 11:00 AM "Writing in a second Language across the Curriculum" will be presented by ESL teacher O. Abergas, December 8, 2014 2:20 - 3:20 PM "Integrating Language and Content" will be presented by ESL teacher S. Kao. The New mandated time, 2:20 PM to 3:40 PM, on Mondays after school for professional development will provide teachers with opportunities to engage in the research of activities like: Once a month-Reciprocal Teaching, Once a month-Vertical Planning, Once a month-Integrating Differentiated Instruction. Once a month, teachers have the choice to select any of the following workshops: Curriculum Mapping, Understanding by Design, Small Learning Communities.

Part D: Parental Engagement Activities

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

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

Begin description here: Starting On October 4, 2014, MS 50 offers our the parents and students who have been identified as newcomers with a cultural program. The program runs on 4 Saturdays from 9:00 AM - 12:00 PM. The parents and students research specific cultural places in the city and on Saturdays, the ESL teachers take the parents and students to the places in the city they have researched.

Our bilingual parent coordinator along with the ESL teachers have scheduled a series of workshops during PTA meetings. Some of the topics are: Helping our children to understand the ELA test. Math Family Night, Reading Strategies for Reluctant Readers. The workshops are presented by our faculty and are advertised in the monthly school calendar. The reason to provide these workshops is to ensure that parents of ELL students as well as the other parents have a clear understanding of what the two state tests are and some concrete ways parents are able to assist their children. The meeting were held on the following dates: October 16, 2014 "How to Help your Child Succeed", November 20, 2014 "Promoting Literacy in English and the Home Language" presented by the ESL teacher, January 10, 2015 "Understanding your Child's City-wide Assessments" presented by Mr. Lemos, Assistant Principal, January 15, 2015 "How to help your Child Succeed in the ELA and NYSESLAT Tests" presented by the ESL teacher and the assistant principal, March 12, 2015 "Math Family Night" presented by Ms. Ervin, Assistant Principal. The workshops are presented in English with simultaneous translation to Spanish. Notices are included in the school calendar and in our web application. In addition an automated phone call is placed in the home language to make parents aware of the workshops.

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	_____	_____