

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

15k051

School Name:

WILLIAM ALEXANDER MIDDLE SCHOOL 51

Principal:

LENORE DILEO-BERNER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 15k051
School Type: Middle School Grades Served: 6-8
School Address: 350 5th Avenue
Phone Number: 718-369-7603 Fax: 718-499-4948
School Contact Person: Lenore DiLeo-Berner Email Address: Lberner2@schools.nyc.gov
Principal: Lenore DiLeo-Berner
UFT Chapter Leader: Ariel Arroyo
Parents' Association President: Danielle Kolker/ Roklina Johnson
SLT Chairperson: Danielle Isaacs
Student Representative(s): n/a

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn, NY
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 571 Network Leader: Lynette Guastaferrro

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Lenore DiLeo Berner	*Principal or Designee	
Ariel Arroyo	*UFT Chapter Leader or Designee	
Danielle Kolker	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Robert Osborne	Member/ teacher	
Sharon Maier	Member/ teacher	
Joseph Valentin	Member/ teacher	
Danielle Isaacs	Member/ teacher	
Deirdre Corcoran	Member/ parent	
Peter Sstrom	Member/ parent	
John Xavier	Member/ parent	
Lisa Baker	Member/ parent	
Iven Walters	Member/ parent	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 CEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** 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.
- **Step 3:** 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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. Mission Statement

William Alexander Middle School 51 is a diverse community of dedicated administrators, teachers, staff and concerned parents that strive to create a welcome, nurturing and inclusive environment for students to learn and grow. William Alexander Middle School 51 welcomes students with a demonstrated ability and willingness to excel. Teachers encourage high academic standards, the active engagement of students and community involvement. The school's educational mission is to find a balance between academic challenge and social skill building.

William Alexander Middle School Values:

- High standards for educational excellence
- Social growth, emotional development and respect for oneself and others
- Inquiry-based curriculum in which children drive their own learning
- In-depth study of one of the arts
- Integrating the arts and literacy across all subject areas
- A community in which all members have a voice
- After school activities that support all aspects of the curriculum

1.

MS 51 is a gifted and talented school located in Park Slope, Brooklyn, uniquely committed to a balance of both an intensive accelerated academic program and an in depth, sequential, three-year arts program. At MS 51, our aim is to prepare students for the rigors and challenges of high school, with a challenging academic program aligned to a continuum based on the Common Core Learning Standards. Our students are motivated by highly effective teachers who hold high expectations and know how to engage students in advanced level curricula. This is supplemented by an intensive focused study of one of six "talent" areas including vocal music, drama, instrumental music, dance, photography, and fine art, in which students develop a deep connection to their talent as they explore their art and self-expression. Our academic and arts curriculum is rounded out by a strong commitment to community service, sustainability, and philanthropy, with ongoing activities and initiatives that have become infused into the culture of MS 51. The successful results of this balance are visible in numerous ways: our graduates go on to the top specialized, screened, and performing arts high schools in the city, and our school and students receive countless awards each year from organizations such as the Scholastic Awards for Writing and Art, Arts Connection for Photography and Art, Young Playwrights for Drama, Green Apple Award for Sustainability, Respect for All School for our inclusive culture and safety, and Leukemia and Lymphoma Society/Pennies for Patients for being the top fundraising school in all of NYC.

MS 51 students enjoy the independence of a school-wide non-captive lunch period whereby students can interact with our local community, play outside on our large campus provided by the Washington Park playground and the adjoining "turf" behind the Old Stone House, and participate in lunch-time clubs. In addition, all students at MS 51 participate in Project REAL (Reading Enriches All Lives), a school-wide 20 minute silent reading period every day after lunch, emphasizing our building-wide commitment to sharing and fostering a love of reading and literacy. The MS 51 community is strengthened by a wonderfully active and engaged parent body. Our Parent Association (PA) provides a host of both community building and fundraising events and activities to support the school, provide additional resources to enrich our students' learning experience and bolster communication between home and school, particularly important in the middle school years. Parents are also deeply involved in our talent programs, lending time, talent, and skills to assist with the production of our numerous live performances and exhibitions throughout the school year. Our school takes pride in the diversity of its

student body, with a current demographic breakdown of: 19% Hispanic, 13% Asian, 14% Black, 53% White, and 1% Multi-racial. 44% of our students are male; 56% percent are female, with a total of 1122 students in 2014.

2.

We are a 'Well-Developed' School, as per our 2013 Quality Review, with an A on our last Progress Report. We are clearly effective in meeting our instructional goals, helping students attain proficiency (exceeding targets) with our strong curriculum. We were ranked 4th in ELA and 13th in math overall, as compared to all schools in NYC. We have a seasoned staff with much longevity at the school, providing highly effective, consistently innovative and collaborative curriculum. Our instructional focus last year, Evidence in Argument, was implemented based on 2012-2013 data analysis, and as a result we saw significant improvement in our ELA proficiency scores. We are continuing to improve on this focus by implementing a school wide Argument Writing Rubric continuum this school year, so that students will learn and be scored on the same rubric when writing argument based essays in all content areas within a grade.

With a growing special education population, from 10% to 14% over 2 years, we are working collaboratively with our peer schools, network and teachers to improve specific teaching strategies and use tools that support learners with special needs: multiple entry points/differentiation, checks for understanding, RTI, technology, and team teaching. Professional Learning Communities have brought teachers together in planning and sharing best practices to support these students. We must also juggle the needs of our general education/gifted students whose progress can be harder to measure when they are already meeting or exceeding grade level proficiency. Our Quality School Guide reports an 'approaching target' for overall student progress. These challenges persist as we struggle with budget shortfalls; we are funded at only 88% and are not Title I. All of our teachers have full teaching programs, reducing program flexibility and increasing the challenge to meet the needs of our diverse student population.

3.

Although we were designated a LAP school based on 2012-13 data, our scores for 2013-14 show that we are closing the achievement gap quite well (exceeding target according to the School Quality Guide 2013-14) and will most likely improve as our teachers become even better skilled at teaching a diverse group of learners. I have hired a new, seasoned, math specialist to teach math to SWD in 6th and 7th grade self-contained classes to help students build a stronger math foundation. We have also hired a new, seasoned ELLs teacher to provide services and AIS in reading and writing for our small ELLs population, who are also SWD. We will continue to focus on our school wide Evidence in Argument writing focus (year two) and raising the level of instruction (and expectations of mastering standards) in the Math and ELA special education classes. Unlike last year, we plan to administer the state Math exam to our accelerated 8th graders this year, so that they can show their math proficiency on this test, as well as on the Common Core Algebra Regents.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Based on our score analysis from 2013-14 state exams, trends include: overall increase in proficiency in ELA by 2.8%; 1.7% increase in SWD/4% increase in GE population/5.6% increase in ELLs proficiency. There was an overall decrease proficiency in Math by 3.9%, most likely due to the fact that 116 accelerated/Regents level 8th graders did not take the exam. SWD increased in Math proficiency as compared to 2012-13 data, exceeding our targets for closing the achievement gap.

School Strengths:

1. High expectations, academic rigor throughout the grades, and high quality instruction that challenges all students
2. In depth study of the Arts
3. Safe and supportive environment for optimal student engagement, ownership of learning, as well as teacher collaboration

Priority Needs:

4. Increase teacher planning time for all academic departments, vertically and horizontally, anchored in CCLS, Danielson, and data
5. Develop new ways to track student progress in mastering the standards using relevant data and codify the inquiry team protocols to track successful strategies with the targeted population.

Part 2 – Annual Goal

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2015, continue to strengthen the alignment of curriculum and instruction to: the CCLS, Danielson’s Framework for Teaching, Citywide Instructional Expectations and the Capacity Framework.

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>
<ul 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 			
<ul style="list-style-type: none"> • Implement PLCs that support teachers’ pedagogical growth, using Danielson data from last year, (specifically developing 	Students at all levels;	Sept 2014- April 2015	Principal and Assistant Principals

<p>3b), with the support of our Network.</p> <ul style="list-style-type: none"> • Pilot Mastery Connect (a standards-based tracking system) with a cohort of math teachers to refine our ways of tracking data on students' math progress. • During inquiry team meetings, add meeting protocols to deepen the study of suggested strategies to track their success with the target population. • Implement WOW (Watching Others Work), so that teachers can observe best practices among their colleagues who scored Highly-Effective last year and chose Option 3 this year. 	<p>students below proficiency targeted with Mastery Connect.</p>		
<ul style="list-style-type: none"> • Staff and provide additional AIS periods for SWD in the morning, after school and at lunch. • Hire a new, seasoned ELL teacher to meet the needs of ELLs and also provide AIS and push-in periods. • Hire an experienced, spec education math teacher to teach all 6th and 7th grade '12:1 and 12:1:1' classes. • When feasible, add a third teacher to ICT math classes to better meet the needs of level 1 to 4 learners in the same class. • Use a wide range of teaching strategies and assessment practices in the classroom for ongoing checks for understanding to collect data, identify student needs and provide scaffolds that address identified needs. 	<p>SWD ELLs</p>	<p>Sept 2014- April 2015</p>	<p>Administration and Teachers</p>
<ul style="list-style-type: none"> • Use new Parent Engagement time on Tuesday mornings to facilitate multi-teacher meetings with parents to development plans to meet the unique needs of students. • Implement a new phone messenger system and new website capabilities to keep parents more informed of school events such as curriculum night, grade parent meetings, parent-teacher conferences and Parent Association meetings and events. 	<p>All students</p>	<p>Sept 2014- April 2015</p>	<p>Teachers, guidance counselors, administrators, parent coordinator and parents</p>
<ul style="list-style-type: none"> • Conduct Town Hall student-teacher-administrator assemblies that address issues such as Respect for All and our Academic Integrity Policy. • Implement WOW – using protocols that build trust and collegiality amongst teachers. • Network with staff developers, universities, coaches and network to deepen professional learning and inform our Professional Learning Communities. • Meet with PLC Committee each month, collegially develop a PD plan for the year and encourage teacher-facilitated learning during PLCs. • Provide unique opportunities for parent engagement, such as, but not limited to, articulation meetings for high school and middle school, middle school open houses, house party fund raisers where the Principal speaks about research or literature, student-teacher-parent spring picnics in the park, and a supportive and competent SLT that informs major decisions by the school's administration. • Assimilate SWDs to a new middle school environment with the Skills for Success Summer Program – assess, teach and prepare students for the first day of school! 	<p>Students, teachers, parents</p>	<p>August 2014- April 2015</p>	<p>Administrators and Network</p>

Part 4 – Resources Needed

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

All licensed personnel, including teachers, counselors and administrators, funds to pay these salaries and per session work required to meet with students outside of school hours and the programming and supervision for special programs, events, meetings or periods, books and supplies required for CCSS implementation in math and ELA, subs for coverages during meetings, and professional development personnel and special class/meeting costs.

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Parent Association sponsored the Skills for Success Program in August. They also purchase our annual Professional Develop package from Teachers College, Columbia University each year and provide funding for ELA classroom libraries. Our TC staff developer was instrumental in supporting the development of our school wide Argument Writing Rubric.

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:

- 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.

Midpoint benchmark assessments (teacher created, informed by baseline test) will be administered in math and ELA in February. By February, we will see 75% mastery of the targeted standards identified by the baseline (6, 7, 8 W1 and W4). Teachers piloting Mastery Connect in grade 7 and in the after school intervention program will use this tool to assess midyear progress.

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

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|--|--|-----|--|----|
| • 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We scored highest, ‘above average,’ on our 2013-2014 School Survey in the category of School Culture, by parents, teachers and students.

According to our Quality Review 2013, the school has crafted a strong curriculum that challenges all students; classroom instruction consistently reflects the school’s uniquely rigorous and student-inquiry based focus, and provides challenging learning opportunities that empower students to take ownership of their learning.

According to school data, we have nearly 97% attendance annually, low number of incidences on OORS, and we were designated a ‘Respect for All School’ for 2014, based on our character education, student government, school wide sustainability activities, anti-bullying campaign and Stand for the Silent Student Organization.

Strengths

- Culture; inclusive, safe and stimulating environment that supports student engagement, learning and proficiency in Math and ELA
- Excellent attendance and attention to empowering students in community building activities such as student organizations, service learning activities, after school programming, show performances and school spirit activities (ambassadors, community service, team support and field day)

Priority Needs

- Reducing our number of special education student suspensions from 16 to 10.
- Providing more opportunities for SWD and ELLs to receive academic support in a rigorous learning environment/ICT programming, under the new teacher contract and budget constraints.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By September 2014, implement the Skills for Success Program to help ICT IEP students better assimilate to middle school and the MS 51 school culture.

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>
<ul 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 			

<ul style="list-style-type: none"> Secure funding of the summer program via the Parent Association. Develop curriculum and assessments for week in August with participating staff informed by Teachers College staff developers and teachers at MS 51. Invite all newly admitted ICT IEP students and parents, as per OSEPO, to our Skills for Success summer program. 	Incoming grade 6 ICT IEP student participants	Aug 25-29, 2014	Teachers, administrators
<ul style="list-style-type: none"> Support the social, emotional and academic needs of SWDs who are challenged by the organizational and academic habits and skills needed to transition to middle school. Assess, teach and prepare SEDs by orienting to school environment, making friends with peers, engaging students in literacy work, and providing independent reading at the appropriate reading level. 	Incoming grade 6 ICT IEP student participants	Aug 2014- June 2015	Teachers, administrators
<ul style="list-style-type: none"> Invite parents, teachers, and administrators to celebrate and as students present work from the week. Parents, students, teachers and administration were able to meet and greet and enjoy the celebration of student work together. 	Incoming grade 6 ICT IEP student participants, parents	Aug 25-29, 2014	Teachers, administrators
<ul style="list-style-type: none"> Parents had the opportunity to meet the administrative staff, teachers and other parents and students. Students bonded to the teachers, peers and the new school environment. 	Incoming grade 6 ICT IEP student participants, parents	Aug 2014- June 2015	Teachers, administrators

Part 4 – Resources Needed

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

Three teachers, ELA and special education licenses, Teachers College, Columbia University Reading and Writing Project curriculum, school permit, classroom libraries, email and flyers.

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Parent association paid for teachers to work those 5 days, including planning days. Indirectly their support from prior year paid for classroom libraries and TC professional development.

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:

- 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.

This goal has been met. However to continue to track the progress of the students in this program, grade 6 midpoint benchmark assessments (teacher created, informed by baseline test) will be administered in Math and ELA in February. Using the targeted standards, teachers will look for 75% mastery of the targeted standards by February 13.

Reduce the number of special education suspensions to 5 by February.

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe 	Yes		No
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specified?				
<ul style="list-style-type: none">• 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

As per our Quality Review, we need to codify our Inquiry Teacher Team protocols, to deepen the study of suggested strategies to track their success with the targeted population. Historically our program schedule gave minimal time for teaching planning, but that has changed with the UFT contract and the 80 minutes per week for Professional Learning Communities. As per our School Survey, over 95% of our teachers are satisfied with our Culture, creating a breeding ground for collaboration, trust and learning.

Strengths

- Teachers share strategies across the disciplines through teacher teams – for example, rubrics on classroom management, student expectations, and writing rubrics.
- Teachers facilitate meetings and share best practices during our new Professional Learning Community Mondays.
- Teachers of the same subject/grade plan units of study and common assessments collaboratively, as supported by our network and Teachers College staff developers.

Priority Needs

- Streamline our team meetings using protocols that will routinely track teaching strategies that work on our target population
- Track and use data more effectively to inform instruction and help students make more progress
- Learn more from one another by embarking on a new PLC model that includes WOW – Watching Others Work, so that our highly effective staff can share the secrets of their success!
- Support teachers with targeted feedback to improve effectiveness in 3b, as per Advance data

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By March 2015, codify the inquiry team protocols to deepen the study of suggested strategies to track success of our targeted population.

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:

- 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).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Require and support teachers and facilitators in using 'meeting protocols' that will increase meeting productivity and better identify the strategies that work on the target population. Pilot Mastery Connect (standards-based tracking system) in grade 7 Math. Provide teachers with training and time to implement the program on their students as well as after school intervention students. Implement WOW – Watching Others Work – first with our Highly Effective teachers and other teachers who want to share best practice. Use PLC time to develop this model, plan and debrief inter-visitations. Transform old "PD" into Professional Learning Communities for administrators and teachers. Administrators attend professional learning via network and talent coach in order to provide the effective feedback aligned to best practices of the Danielson Framework, while teacher committee helps develop the professional learning goals for the year. Implement all aspects of Advance to promote teacher growth with effective and timely teacher feedback. 	All students, especially those targeted for intervention	Sept 2014-March 2015	Administration, teacher facilitators, staff developers and coaches
<ul style="list-style-type: none"> ICT teacher teams on all subject and grades meet every week to review strategies that work for the ICT classes. Teachers are currently collaborating on writing curriculum for effective resource room support in all subjects starting with grade 8. 	All students, especially those targeted for intervention	Sept 2014-March 2015	Administration, teacher facilitators, staff developers and coaches
<ul style="list-style-type: none"> Guidance counselors schedule teacher team meetings with parents during our parent engagement mornings each week. Teachers participate in annual parent open houses, curriculum night, conferences, talent shows, and PA events. Parents collaborate with teachers to help with talent shows and fundraising for the Arts programs. 	All students, especially those targeted for intervention	Sept 2014-March 2015	Administration, PA, guidance counselors
<ul style="list-style-type: none"> Develop trust amongst staff by supporting lead teachers, provide leadership opportunities with WOW, and a collaborative culture with which to share feedback and student work. Implement a professional learning committee to create buy-in from teachers in facilitating PLCs, WOWs and professional sharing throughout the school. 	All students	Sept 2014-March 2015	Administration

Part 4 – Resources Needed

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

Funding for professional development in all subject areas, network support, professional books, teachers expertise in all licensed areas, and new program schedule for PLCs based on SBO vote under the new UFT contract for this year.

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Parent Association supports this goal by providing funding for our annual Teachers College, Columbia University Reading and Writing Project package. They also add much to our school culture and provide teachers each year with a luncheon before the Winter Recess and during Teacher Appreciation Week.

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:

- 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.

By February, teacher leads share meeting agendas, notes, protocols and a summary of standards mastered. I would also expect to see improved teaching practices as per observations based on Danielson’s Framework for Teaching and Advance data.

Part 6b. 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? | | | | |

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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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Based on our ELA item analysis testing data, starting from 2012-13, we discovered that students weren’t explicitly answering short answer responses and essays with evidence from the text. Knowing that our students were quite capable, we needed to alter our instruction, align with CCLS and plan tasks in ELA, as well as the content areas, for more practice in nonfiction reading and argument writing that would help them practice this standard. From this data, our Instruction Focus – Evidence in Argument - was born. Last year we began to plan a consistent argument rubric that would be used by all ELA and content teachers, by grade. Our goal was to create a continuum of rubrics over three grades that would help students become better argument writers, using textual evidence, and practicing in the content areas. We believe that using one common rubric will help transfer the learning across the disciplines over three years.

Strengths

- Our ELA teachers have led the way in Argument Writing and developing writing rubrics and were eager to work collaboratively with content area teachers to develop better writing throughout the school. Our TC staff developer and ELA coach assisted in facilitating this process.
- Teachers in Social Studies, Science and ELA saw the need for this initiative and helped the Principal lead and facilitate the change. They took on leadership roles in the writing of the school wide rubric and collaborated over the course of 10 months in completing the 6th, 7th, and 8th grade rubric, thus meeting this part of the goal. Implementation of the rubric will require continued professional learning and practice amongst the teachers in the coming months.

Priority Needs

- Using PLC Mondays to train teachers on how to use the rubric in their subject areas, led by ELA and content area lead teachers. Holding teachers accountable for using the rubric.
- Use common assessments to monitor students’ writing progress throughout the year.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, based on our Instructional Focus, develop and launch a school wide argument/claim-based essay writing rubric, on each grade, to be used in ELA and the content areas.

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:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> 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 			
<ul style="list-style-type: none"> Coordinate teacher committee to assess current rubrics, TC templates and writing continuum to develop a CCLS-aligned writing rubric for claim based writing to be used in ELA and content areas, supported our school wide instructional focus. Training small groups of social studies and science teachers to learn the rubric and practice scoring essays with the rubric. Continue to revise rubric based on teacher feedback as they begin to implement the rubric with students. 	All students, ELA and content area teachers	Sept 2014-June 2015	Principal, ELA coach, TC staff developer and teacher committee
<ul style="list-style-type: none"> Teachers share writing strategies and student needs by using a common rubric. ELA teachers within the ICT team can continue to train and support content area teachers throughout the year, in order to better support the students. ICT teachers can modify student-facing rubric/checklist so that students can better understand expectations and meet standards. 	All students, ELA and content area teachers	Sept 2014-June 2015	Principal, ELA coach, TC staff developer and teacher committee
<ul style="list-style-type: none"> School wide Instructional Focus, teacher feedback on rubrics is shared with parents at the first PA meeting when the Principal presents CCLS information, again on curriculum night by individual teachers, and throughout the year as students bring home assessments and writing work. 	All students, ELA and content area teachers	Sept 2014-June 2015	Principal, ELA coach, TC staff developer and teacher committee
<ul style="list-style-type: none"> The rubrics clearly define expectations for learning, which builds trust between teacher and student when they know what to do and how they will be graded. Families gain trust in the school when teachers share best practices and grading is clearly established. Teachers trust one another when they develop rubrics and curriculum together and work toward a common goal. 	All students, ELA and content area teachers	Sept 2014-June 2015	Principal, ELA coach, TC staff developer and teacher committee

Part 4 – Resources Needed

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

Licensed ELA, SS and Science teachers, ELA coach, TC staff developer and materials, programming meetings and prep coverages during the school day, June planning – before, during and in after school meetings.

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		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Parent Association funds the Teachers College Reading and Writing Project staff developer and the initial purchase of Scholastic magazine, which provided nonfiction texts and articles to create argument essays.									

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:

- 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.

Midpoint benchmark assessments (teacher created, informed by baseline test) will be administered in ELA in February. Using the Argument Writing standards (W6.1, W7.1, W8.1), teachers will look for 75% mastery of the standards by February 13.

Part 6b. 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 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Based on the SLT’s analysis of our School Survey, as a large school we can always improve our communication to parents. Mostly, parents want more information about grades, homework resources and after school interventions.

Strengths

- Our talent program is one of the best in NYC, featuring 6 art forms. Students select their talent and enjoy an in depth study in one art over three years. Parents enjoy seeing performances, art displays and concerts several times throughout the year. Many talented parents also offer their services to support the arts back stage with technical assistance or professional contributions to the class. Many organizations support our work in the neighborhood by buying ad space in our programs, donating food for concessions, displaying student-created art in the community, or hosting events that fundraise for the school.
- Our Parent Association, along with our Parent Coordinator, help structure a robust calendar of events for parent engagement and involvement including monthly meetings, SLT, workshops, house parties, curriculum night and conferences, auctions, spring blowout on the turf, volunteerism on trips and talent show help, library help, community book reads, and grade specific meetings for the high school application process.

Priority Needs

- Communication: add more modes of communication to help information reach more parents
- Communication between parents and teachers: explore new ways to communicate grades and progress
- 35 out of 61 teachers have webpages, 16/61 use Jupiter Grades in 2013-14

Part 2 – Annual Goal

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

By January 2015, increase by 50%, the number of teachers using Jupiter Grades and the school’s website class pages to better communicate student learning, curriculum resources and expectations to parents.

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:

- 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).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Research various grading systems and websites. Employ the skills of parents, parent coordinator, computer technician and librarian to update the eChalk school website and incentivize the use of online grading. PA will reimburse teachers using online grading services. Purchase and use the new School Messenger phone system to call families when students are absent and for special event reminders. Teachers train teachers on using online grading systems. New librarian will update the website and train teachers on its various uses. New bilingual Parent Coordinator will become webmaster and School Messenger manager, speaking in English and Spanish.</p>	All students, parents, teachers	September 2014-January 2015	Principal, Parent Coordinator, technician and librarian
<p>SWD, especially in ICT classes benefit from posting homework and resources on the website and keeping lines of communication open with parents via online grading systems.</p>	SWD in ICT classes	September 2014-January 2015	Principal
<p>Online grading and website postings on class pages keep parents more involved in knowing about student progress and academic expectations. Currently parents receive Progress Updates 4 times per year, by mail or online.</p>	Students	September 2014-January 2015	Principal
<p>Families trust staff when they are transparent about grading and curriculum. Students trust teachers when they know they have more resources posted on class pages on the website. There is central trust when the website is welcoming and posting important information every day!</p>	Students, parents, teachers	September 2014-January 2015	Principal

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>eChalk site license, School Messenger license and installation, technician, librarian, parent engagement time for teachers, computers for teacher and PC use, and teacher training during PLCs.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>The PA has reimbursed any teacher up to \$50 for buying and using an online grading system.</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> 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.
<p>Each month, the Principal meets with the librarian and technician to see updated numbers on teacher usage of class pages and online grading systems. At this time, December 2014, the number of teachers using a class page on website has gone from 35/61 to 48/61 and the number of teachers using Jupiter Grading has gone from 16/61 to 26/61 since last year.</p>

Part 6b. Complete in February 2015.

<ul style="list-style-type: none">• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
<ul style="list-style-type: none">• 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)	Progress Updates in October, December, and March; Report Card grades; state exam scores; IEPs	Words Their Way, Software for ELA tutoring, after school writing intervention, test prep classes, Project REAL silent reading period, guided reading, <i>Virtual Reading Coach</i> , peer tutoring	Small group, one-to-one, tutoring	Before school, after school, during the school day in Project REAL, and lunch time tutoring
Mathematics	Progress Updates in October, December, and March; Report Card grades; state exam scores; IEPs	AIS math class for special education students, assessment and tutoring in AIS math class, math intervention program, peer tutoring	Small group, one-to-one, tutoring, special education classes with math AIS periods	Before school, after school, lunch time, during the school day
Science	Progress Updates in October, December, and March; Report Card grades; grade 8 state exam/MOSL scores; IEPs	Homework help, test prep and lab report writing assistance, peer tutoring, and for reading and writing of non-fiction texts	Small group, one-to-one, tutoring	Before school, after school and lunch tutoring, AIS
Social Studies	Progress Updates in October, December, and March; Report Card grades; MOSL scores; IEPs	Homework, research, writing of project - help for reading and writing of non-fiction texts, peer tutoring	Small group, one-to-one, tutoring	Before school, after school and lunch tutoring, AIS
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Progress Updates in October, December, and March; Report Card grades; state exam scores; IEPs	Counseling provided by our guidance staff, social worker or our SUNY/LICH Health clinic social worker	Small group, one-to-one	Before school, after school and lunch tutoring, AIS

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
		x	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.
n/a

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).
n/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
n/a

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.).

n/a

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.

Teacher meetings that include protocols for looking at student data are routinely conducted each month, facilitated by lead teachers and/or administrators. Selection of data depends on the time of year; baselines, common tests, benchmarks, common essays, state testing data. Teachers identify trends in student performance and strategize around best teaching practice approaches. Teachers share practices and debrief strategies implemented to assess impact. Professional development includes additional meeting times to develop assessments and look at student work during PLCs, as well as implementing/modeling the use of meeting protocols that will improve productivity of meetings and ultimately improve instruction.

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 (CEP) 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	N/A		
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$5,589,245	X	1-33

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: 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 CEP 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) for 15K051

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. William Alexander MS 51, 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. William Alexander Middle School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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) for 15K051

William Alexander MS 51, 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 will 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 15	Borough Brooklyn	School Number 051
School Name William Alexander Middle School 51		

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 Lenore DiLeo-Berner	Assistant Principal Nance Speth
Coach Lisa Schwartz	Coach N/A
ESL Teacher Katie Welch	Guidance Counselor Kristine Bosco
Teacher/Subject Area Patricia Mena	Parent Olga Zumba
Teacher/Subject Area Briggette Morris	Parent Coordinator Audrey Komaroff
Related Service Provider Angela Halperin	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	6	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)	1113	Total number of ELLs	19	ELLs as share of total student population (%)	1.71%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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>							1							1
Freestanding ESL														
Push-in							2	1	2					5
Pull-out							3	3	0					6
Total	0	0	0	0	0	0	6	4	2	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	16

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	1	2	0	2	16		15	19

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	1	0	1	2	0	2	16	0	15	19
Number of ELLs who have an alternate placement paraprofessional: <u> </u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP												
French													0	39	0	0	0	0	0	39
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	39	0	0	0	0	0	39												

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): <u>39</u>	Number of third language speakers: <u>4</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>4</u>	Asian: <u>4</u>
Hispanic/Latino: <u>0</u>	Other: <u>1</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>30</u>

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							7	6	2					15
Chinese														0
Russian														0
Bengali							2	1						3
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	9	8	2	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	2					3
Intermediate(I)							1	2	0					3
Advanced (A)							8	5	0					13
Total	0	0	0	0	0	0	10	7	2	0	0	0	0	19

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	2			9
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		3						9
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		2						5

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)								
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.
Our school uses the TCRWP assessment tool and start the year with a reading response baseline assessment. Historically and currently we have found reading levels of ELLs to be below grade level and that their writing skills are weakest in grammar and spelling conventions, in general. Even our former ELLs struggle with these same issues, but at a much more proficient level. Our instructional

- plan includes assistance from our ELLs teacher, in some cases SETSS teacher, and small group tutoring before and after school.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the 2012-2013 NYSESLAT results the majority of our ELLs continue as long-term. Our ELL population is comprised also almost totally of students with disabilities. As per Paernt Reports, in grades 6 and 7 last year, the reading and writing scores were lowest, as compared to speaking and listening. As of this date, December, 2013 we do not have access to the NYSESLAT modality breakdown as per the RNMR report.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As of the present date, November, 2013 we have not received the modality break down as per the RNMR report. Based on last year's NYSESLAT modality scores for those students at our school all students are at the proficient or advanced level in speaking and listening and more than half of our students read and write at advanced proficiency
 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?

Eighteen of nineteen ELLs at Middle School 051 are SWD and 13 of these students receive speech services for speech and language processing issues. None of our ELLs are assessed in the native language. Our school does not use the ELL Periodic Assessments.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
 6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELLs and SWDs take at least one year of second language, which is a middle school mandate in NYS. Since our ELLs are also SWDs, we teach a beginning level and use texts and activities that are appropriate for their learning styles and levels. All content area teachers use a universal design for learning so that all students can access learning. They also use many language scaffolds in reading and writing activities to help students build these skills over time.
 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?

EP's are being assessed in writing, reading, speaking and grammar, in both social studies and French language arts. They are being assessed at the Francais 6e level for French language speakers. Our EP FDL students are performing at level 3 and 4 on the state exams in ELA and Math.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Students making progress on the NYSESLAT is evidence of success in the ELL's program. Also making AYP in math and ELA for the SWD subgroup is evidence of progress for our ELL's students.

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](#).)
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. This survey is

completed with the ELL's teacher. A translator is available as needed for the intake process. If the child is identified as an eligible candidate for Bilingual or ESL instructional services, an informal interview is given to the candidate by our ELL teacher and the Language Battery Assessment (for example Spanish LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

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.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. In June, incoming parents participate in an orientation given by the ELLs teacher, that describes various programs for ELL and visit classrooms with the ELLs programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. By September, parents complete the parent selection form and the school conforms to the parental choice selection. Based on our student population, we currently have a French Dual Language Program and a Freestanding 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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are distributed to parents on the first day of school in a parent meeting. If parents cannot attend, forms are distributed in homeroom and taken home by students. All forms are returned to the homeroom teacher. The guidance counselor, in conjunction with the homeroom teacher and pupil personnel secretary ensure that letters and forms are distributed, collected and stored in the students' file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Since the majority of our ESL students are also SWD, they receive ELL services in a push-in model. We explain the model to parents and they meet all the teachers (classroom and ELL teacher) at the start of the year.
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.
MS 51 offers an ESL program that fosters academics and prepares students for the NYSESLAT. We send one teacher to the testing and scoring training each year who turn keys the information to the staff. Students are then scheduled by our programmer to take each section of the test over the course of the testing window. Teachers who have been trained to administer the test are the only teachers who administer the test.
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. 
After reviewing the parent survey and program selection forms for the past few years, the trend in program choices is the Freestanding ESL Program. 100% of the time, parents have requested the ESL Freestanding Program.

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])?

Instruction is delivered during push-in periods when the students have ELA in either self-contained or ICT classes, with occasional pull-outs. Students receive this service on grade level but in heterogeneous groups.
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)?

Students at beginning and intermediate proficiency levels receive six hours (360 minutes) of service each week, while advanced students receive three hours (180 minutes) of service per week. The teacher continues to push into these student's classes at least twice a week. These students have also been targeted in our Data Inquiry Teams since many of them are mandated, special education students and receive extended day tutoring 4 mornings a week and many participate in the after school enrichment program. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.
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.

The goal of our ESL program is to promote full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

 - Collaborative planning between ESL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
 - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
 - Math and ELA Inquiry Teams focused on teaching content language, word study and vocabulary this year to increase reading comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, but works within our GE ELA instruction with the support of Teacher's College Reading and Writing Workshop Model, aligned to the Common Core Learning Standards. This includes the use of high interest / low level 'leveled' texts with frequent assessments in reading level growth. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

 - I. Getting Ready for the New NYSESLAT
 - II. New York State Coach: ELA

III. New York State Coach: Mathematics

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in our Free Standing ESL program are not evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated using the TCRWP throughout the school year, listening and speaking is evaluated by the ESL teacher as well as the content area/classroom teachers through the use of formative and summative assessments relating to tasks which require students to discuss, report, explain their thoughts using English. Speech pathologists providing services to those ELLs with disabilities evaluate their progress using the CELF-4 the Clinical Evaluation of Language Fundamentals assessment tool and informally by gathering speaking writing samples. Teachers collaborate to align goals based on student portfolios.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We currently have no students identified as SIFE students. If we did we would provide the following:

- An individualized student needs assessment for students in each program model.

- An AIS plan for the student with a focus on the literacy, with a math component, based on ESL teacher assessment of ELLs in conjunction with the after school AIS program for support in ELA and Math.

- Age appropriate scaffolded instructional support materials in the classroom, as implemented by ESL teacher and classroom teacher. Scaffolds include graphic organizers, manipulatives, dictionaries, word walls, and small group learning. These strategies are used in all classrooms within each program model. Former ELLs get after school support with the Virtual Reading Coach program as well as morning tutoring. Testing accommodations for former ELLs continue with time and a half.

- Staff will receive professional development in the ALD assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

d. Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing, which coincides with their Special Education status. Our action plan for this group involves.

An after school program, targeting reading and writing three days during the week.

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

Encourage their participation in the Tabula Digita Math to enrich their language and academic skills

We have created an after school program for former ELLs. Using an interactive-skills-specific online program, an ELA teacher will work with these students to improve their ELA skills. Our ELA also identifies these students on ARIS in the beginning of the year so that all ELA teachers are aware of these students in their classes and invite them to extended day morning tutoring program. Paste response to question here:

b.

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?
Universal Design for Learning is a structure used by all teachers at MS 51. We also ensure: teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. Materials include graphic organizers, manipulatives in math, audiovisual aides, and scaffolded questions.
 - Collaboration between the ESL teacher and IEP contact person.
 - Monitoring newcomer students for possible special needs status.
 - The delivery of AIS enrichment services after school and Wilson as per their IEP. Programs also include academic tutoring in ELA and Math, AIS services, Virtual Reading Coach for former ELLs.
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?
Based on their IEP, students are placed, flexibly, in the least restrictive environment and are mainstreamed in various subjects. All ELLs who are also SWD are mainstreamed into talents, recess, and physical education.

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:	0			
Social Studies:	French			
Math:	0			
Science:	0			

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

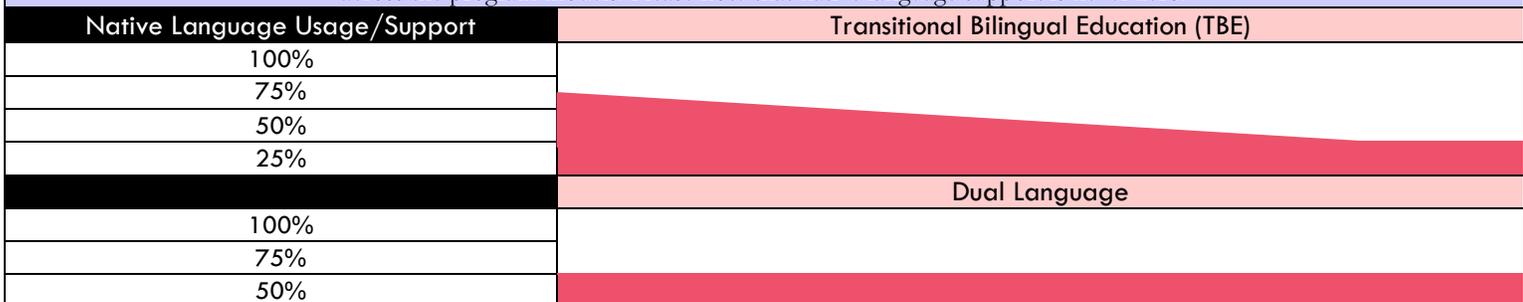
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
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.

AIS is structured as a tutorial both during class and in extended day. Targeted interventions for special ed and GE ELLs in ELA include morning tutoring, after school reading program, and ELA test prep. Targeted interventions for spec ed and GE ELLs include morning tutoring, after math tutoring with their math teacher, and math test prep. Targeted interventions for science and social studies included AIS after school program and morning tutoring in those subject areas for all students. For former ELLs we have a new online, interactive, after school program called Virtual Reading Coach.

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

As of the current time our ESL teacher is on maternity leave and we have hired a full time substitute, Ms. Mena, who is enrolled in a TESOL certification program and is also bilingual in Spanish and French. Ms. Mena pushes into the ICT and self-contained classrooms to provide support with content and language objectives.

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

Hiring a second ESL teacher who is fluent in French and Spanish; currently awaiting budget approval.

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

N/A

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

ELLs are afforded equal access to all school programs and supplemental services including: study hall, homework help, test prep, recreational activities in the gym, wrestling, and cooking class.

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

Long-term ELLs, which comprise the largest percentage of ELLs school-wide utilize the Smart Board for interactive Social Studies, Brain Pop, Kahn's Academy, High Interest/Source Reading materials, and a film-study course where students view, critique and blog about film.

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

Spanish speaking students receive support from Ms. Mena, Ms. Abraham can provide support to Arabic speakers.

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

ESL teacher uses grade-level materials which are scaffolded to provide access age and grade level materials and are age and grade appropriate. Paste response to question here:

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

When a new student is registered in our school, we provide the following resources to facilitate the transition.

1. An informal student orientation
2. Buddy system identifying a similar student in his/her class that will assist during the day
3. Encourage student to participate in the Morning Program and After School activities.
4. Formal and informal assessment is provided to identify possible Academic Intervention programs.
5. Home-school communication.

18. What language electives are offered to ELLs?

ELLs are offered Spanish or French as an elective.

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)?

The target language is used (DL only in 6th grade this year with no ELL's) 25% of the time. The DL students are learning together 90% of the week. The Dual Language students are mostly in one homeroom (with 5 students who push-into the 9 periods of language and social studies). Nine periods of language and social studies are taught in French and the other periods/subjects are taught in English.

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.

Professional development plan includes our ELLs teacher attending ELLs meetings with out Network specific to ELLs instruction, including the scoring training for the new NYSESLAT. City wide offerings for ELL PD are also made available to our teachers each month from the office of bilingual education. ELLs teachers also attend ELA CCLS trainings and PD that are offered in school through Teachers College, Columbia University staff development. Our mandatory ELLs training takes place during our conference days and is embedded in our literacy staff development from TC. The focus this year has been on the CCLS and the strategies used to make the reading and writing more accessible to our ELL and SWD. Special education teachers, who have all of our ELL students, spent an additional 3 hours in a UDL training during Election Day, that was given by our Network special ist.

Related service professionals including ESL teacher also attend testing meetings each year for testing and scoring compliance.

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?

Our ELL parent member volunteers in the school two mornings a month, working with the parent coordinator and the office staff. We have a very strong, supportive PTA which holds monthly parent meetings, parent workshops, and several fundraisers for the school throughout the year.

Our Teachers College staff developers offer reading and writing parent workshops once year at school and once at Columbia University. At our 6th grade orientation, all parents complete a survey to better understand how the school can support their language needs. Throughout the year we conduct several Open Houses to orient parents, potluck dinners to informally meet parents, parentworkshops and meetings and several opportunities for parents to volunteer in the school, on field trips, at talent productions, and fundraisers. Parents are given opportunities throughout the school year to participate and be active in the academic development of their children.

Parents of students receiving ELL services are invited to all school events, and functions. The principal holds monthly meetings after school for all parents to address specific goals and curriculum, this includes ELL instruction. For parents that require translation services during school events, the school offers translation services at the school level using staff who speak Spanish, French, Cantonese, and Arabic. MS 51 also utilizes the Translation Services Unit for over the phone translation.

MS 51 engages in ongoing community outreach this includes students that are both ELL and non ELL.

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.

At the beginning of the 2013-14 school year our full time ESL teacher is on maternity leave. To ensure continuity of service for our ELLs we have hired a full time substitute teacher, Ms. Mena, who is bilingual in Spanish, fluent in French and is enrolled in a TESOL certification program. Ms. Mena works in collaboration with the special and general education teachers as well as the speech pathologists to support ELLs by scaffolding instruction.

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)
Lenore DiLeo-Berner	Principal		1/1/01
Nance Speth	Assistant Principal		1/1/01
Audrey Komaroff	Parent Coordinator		1/1/01
Katherine Welch	ESL Teacher		1/1/01
Olga Zumba	Parent		1/1/01
Patiricia Mena	Teacher/Subject Area		1/1/01
Briggette Morris	Teacher/Subject Area		1/1/01
Lisa SChwartz	Coach		1/1/01
	Coach		1/1/01
Joseph Phillips	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15k051 School Name: William Alexander MS 51

Cluster: 5 Network: 571

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.

Our pupil personnel secretary, Assistant Principal and parent coordinator work with PTA volunteers to assess the interpretation needs of our school community. In addition to the ATS/biographical information, our last PTA meeting includes an outreach to our new/incoming parents by asking them to complete a needs assessment/parent volunteer form and we provide translators to help complete the assessment. We continue this outreach into the first half of the fall term by repeating this event at the first few PTA meetings. These parents who have translation needs are documented and are often contacted not only to participate in school events, but to contribute to our translation efforts by volunteering to translate for other parents.

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.

Our major findings for the past two years have uncovered the need for translation services in the following languages (in order of need): Spanish, Chinese, Bengali, Arabic, and Russian. Our SLT has discussed the needs and ways to advertise these services so that all school community members are aware that services are available. Again, our PTA, in conjunction with school staff, have assessed the translation needs of the school and then reached out to these parents via mail and phone to communicate with parents all that is communicated to English speaking parents, as well as asking them to help us do a better job in translation. Most translated communication is done in the form of website postings, letters, email, meetings and phone calls. We hire translators for every PTA 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.

Written translation services are provided at MS 51 by both in-house staff members and parent volunteers. They translate individual letters to parents as well as flyers and regular parent mailings regarding report cards, school and PTA meetings, flyers and testing information. Our writing-translators are given a 3-5 day window for translating written materials prior to their distribution. This is coordinated by our parent coordinator and pupil personnel secretary.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are provided at MS 51 by both in-house staff members, Interpretors from the DOE service, and parent volunteers. My parent coordinator has coordinated the hiring of a translator for PTA meetings and parent-teacher conferences. Most of our oral interpretations are needed during parent teacher conferences, guidance meetings, and PTA meetings. PTA members are also made available at these times to assist with oral translations. The Department's Translation and Interpretation Unit provides interpretation during our annually hosted CEC meeting in addition to PTA meetings and parent-teacher conferences twice a year.

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

Parents in need of translation and interpretation services will be provided with a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign is posted at the entrance of our school stating (in the most prominent covered languages) availability of interpretation services. Our safety plan also includes a procedure for contacting parents of a covered language in the event of an emergency. In the beginning of the year, the Department of Education discipline code book is distributed in several languages to our families. Progress report card information, parent-teacher conference invitations and health information (SUNY/LICH clinic) is also communicated in these prominent languages.

