



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

17K061

School Name:

DR. GLADSTONE ATWELL MIDDLE SCHOOL 61

Principal:

DR. SHANNON BURTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Gladstone Atwell School Number (DBN): 17K 061
School Level: 6-8 Grades Served: 6-8
School Address: 400 Empire Boulevard Brooklyn, NY 11225
Phone Number: 718-774-1002 Fax: 718-467-4335
School Contact Person: Dr. Shannon Burton Email Address: Dburton4@schools.nyc.gov
Principal: Dr. Shannon Burton
UFT Chapter Leader: Andrew Rison
Parents' Association President: Kerone Playfair
School Leadership Team
Chairperson: Ladesha Gill-Bey
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place Brooklyn, NY 11213
Superintendent's Email Address: cellis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-221-4326

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: N401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Shannon Burton	*Principal or Designee	
Mr. Andrew Rison	*UFT Chapter Leader or Designee	
Ms. Kerone Playfair	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Natala Heyward	Member/Parent	
Ms. Charlena Boyd	Member/Teacher	
Ms. Semoy Alleyne	Member/Parent	
Ms. Leleith Nelson	Member/Parent	
Ms. Sandra Amede	Member/ Teacher	
Ms. Lakeisha Moffatt	Member/ Parent	
Ms. Ladesha Gill-Bey	Member/ Teacher	
Mr. Bryan Mariner	Member/ Teacher	
Ms. Greenidge	Member/Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<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.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Dr. Gladstone H. Atwell is a middle school with 779 students spanning grades 6 through 8. The school population comprises 89% Black, 9% Hispanic, 1% White, and 1% Asian students. The student body includes 6% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 53%. The average attendance rate for school year 2013 - 2014 was 91.5%.

At the Gladstone T Atwell Middle School, the safety and security of middle school students is paramount to their academic, social, and emotional well being of students. To ensure this balance, school leaders maintain an active presence in the hallways and outside the school, ensure smooth transitions for the hallways, arrival, and dismissal. Staff members greet students and usher them into the classrooms, thus creating a welcoming and timely start to each class. In addition, the school hosts events to promote positive social and academic behavior.

To ensure that teacher team work is at the core of our school-wide improvement efforts. The school's schedule gives faculty time to work together collectively during the school day to revise curriculum, analyze student work products and assessment results, and to develop action plans that are responsive to student needs, . Moreover, to support the school's instructional goals, school leaders allocated additional funds to allow teacher teams to meet after school to further their work in aligning the CCLS to the curricula.

Instructional Focus:

To help improve student outcomes, MS 61K will integrate data driven instruction, which focuses on student performance and supported with a specific target, focus and plan.

Rationale:

Educators will use baseline data from last year's state assessment results along with baseline data from their beginning of the year unit one diagnostic examinations, then implement a set of a clear goals and action plans to address student deficits in understanding, as compared to what the CCLS expects students to learn and achieve.

Furthermore, educators will generate and give on-going assessments across the school year. Such frequent assessments will provide multiple pieces of evidence about student knowledge and skills. In addition, such assessments will teachers and school leaders to monitor and track students' progress across the school year.

As a result of these assessment results educators will review their teaching practice and instruction and teach a focused and well-planned common core based curriculum plan that is based on evidence and impact. This data will show what students know and are able to do and what they still need to learn in order to meet their rigorous grade level promotional requirements.

17K061 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	807 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching 12
Types and Number of Special Classes (2014-15)			
# Visual Arts	7	# Music	17 # Drama N/A
# Foreign Language	33	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	69.5%	% Attendance Rate	92.6%
% Free Lunch	65.5%	% Reduced Lunch	2.6%
% Limited English Proficient	5.9%	% Students with Disabilities	13.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	89.0%
% Hispanic or Latino	9.0%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White	0.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.31	# of Assistant Principals (2014-15)	4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	7.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	4.85
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	18.0%	Mathematics Performance at levels 3 & 4	11.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	43.1%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.1%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	17	# Drama
# Foreign Language	33	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	69.5%	% Attendance Rate		92.6%
% Free Lunch	65.5%	% Reduced Lunch		2.6%
% Limited English Proficient	5.9%	% Students with Disabilities		13.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		89.0%
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% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.31	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		4.85
Student Performance for Elementary and Middle Schools (2013-14)				
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Credit Accumulation High Schools Only (2013-14)				
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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

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

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

Part 1b. Needs/Areas for Improvement:

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

After a careful review of our most recent progress monitoring data in ELA and Math the following strengths were identified: Our English language arts program “Code X” assists teachers with implementing the CCLS, by particularly focusing on text complexity, reading complex informational texts, and persuasive and informational writing. This new program has a strong emphasis on academic vocabulary, scaffold strategies, and learning by developing a deep understanding of concepts critical for literacy and math across the grades. The revised literacy and math pacing calendars assure school-wide consistency of instruction and a framework for teacher to develop academic tasks. In order to close the achievement gap and promote postsecondary readiness in all grades, the school offers Regents classes. The school’s coursework exposes students to a variety of coursework focused on infusing rigor into their learning.

In reflecting upon a priority area of practice in need of improvement, feedback from our most recent quality review which was conducted in November 2014, revealed that teachers demonstrated weaknesses in their ability to consistently “provide multiple entry points into the curricula where student work products and discussions demonstrate uneven levels of student thinking and engagement.”

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

By June 2015, students in the lowest third will continue to close the achievement gap between them and their peer groups in ELA and Math by 3 percentage points, as evidenced by the School’s Quality Report

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Close analysis of students’ Pre and Post Unit assessment results in ELA at the individual, teacher and grade level.</p>	<p>Lowest 1/3 SWD and Ells</p>	<p>September 2014 – June 2015</p>	<p>Administration, Teachers, and Network point person</p>
<p>Teacher teams meet on a bi-weekly basis to review the data update the curriculum and make necessary modification to address deficits And the needs of SWDs, ELLS and students in the lowest third.</p>	<p>Lowest 1/3 SWD and Ells</p>	<p>September 2014 – June 2015</p>	<p>Administration, Teachers, and Network point person</p>
<p>Boost vocabulary development using resources such as Ready NYCCLS, Common Core Crosswalk, Mastering the Standards, Study Island, Flocabulary, Achieve 3000, and Imagine Learning</p>	<p>Lowest 1/3 SWD and Ells</p>	<p>September 2014 – June 2015</p>	<p>Administration, Teachers, and Network point person</p>
<p>Start Early Bird and Afterschool ELA tutoring in October. To support parents with understanding how to support their children with meeting the expectations of the CCLS, and with preparing for their State exams, starting in January, until April, every Saturday parents will be invited to the school for training sessions dedicated to addressing their needs.</p>	<p>Lowest 1/3 SWD and Ells</p>	<p>September 2014 – June 2015</p>	<p>Administration, Teachers, and Network point person</p>

Part 4 – Resources Needed

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

- The following online resources are used during and in after school: Imagine Learning, Achieve 3000, Study Island, Brain Pop, Freerice.com (vocabulary), Flocabulary,
- The following instructional text resources are used during and in after school: Mastering the Standard, Common Core Crosswalk, Ready New York, Progress and National Standard
- Use of administrative and per diem teacher to provide additional instruction in ELA.

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

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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.

1. Review of class schedules/ programs for all students.
2. Monitoring/analysis of computer based program results.
3. Analysis of formal and informal observation findings for struggling teachers.
4. Throughout the year we consistently monitor progress of pre and post assessments as well as benchmark assessments bi monthly, October, December, February, and April.
5. In February we will review all the above stated data to determine if we are on track to achieving this goal.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to last year's Quality Review Report, "The school is a safe place which cultivates effective partnerships and students appreciate the level of support they receive thus fostering their personal and academic development." Our school wide priority is to sustain these efforts toward effectively addressing students social emotional and academic needs in order to prepare them for College and Career Readiness.

Part 2 – Annual Goal

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

By June 2015, PBIS will be fully implemented by the Safety Supervisor to cultivate a trusting and respectful culture within the school as evidenced by a decrease in suspensions and improvement in percent Satisfaction, so that our performance matches or surpasses the "Citywide Satisfaction Average for Middle Schools" that overall satisfaction relative to the instructional core, systems for improvement, and school culture on the Learning Environment Survey.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
A. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>B. 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).</p> <p>C. Strategies to increase parent involvement and engagement</p> <p>D. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
We will continue “Caught Being Good” incentive to reward students for exhibiting responsible and respectful behavior.	Students and Parents	September 2014 – June 2015	Administration, support staff, dean and teachers
Student Support Service Team (SSST) will meet monthly with administration, support staff and teachers to review “at risk” students’ behavior and make recommendations	Students and Parents	September 2014 – June 2015	Administration, support staff, dean and teachers
We will establish partnership with CBOs such as, OHEL Mental Health, Sports and Arts in schools foundation (SASF) and Mobile Response Team (MRT) to expand on services that support students’ social and emotional growth. To help address parental needs and concerns, families will be invited to the school to participate in activities intended to train them in how to support their children’s academic, social, and emotional needs. Parents will also be invited in on an as needed basis to participate in meetings directly involving their children’s needs.	Students and Parents	September 2014 – June 2015	Administration, support staff, dean and teachers
We will fund additional per diem guidance counselors in order to support our mandated students and students at risk	Students and Parents	September 2014 – June 2015	Administration, support staff, dean and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Absent Coverages pay for our Per Diem substitutes for the 2014-2015 school 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 I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

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.
<ul style="list-style-type: none"> *We will review monthly Suspension Rate reports, OORS Data Report and School Safety Meeting updates to monitor behavioral concerns and monthly incidents reported.

- *We will review referral data to identify behavioral trends and determine if there has been a spike or decrease in student academic, behavioral or social emotional issues.
- In February we will review all the above stated data to determine if we are on track to achieving this goal.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to our most recent Quality Review Report which conducted in November 2014, "The majority of teachers engaged in inquiry based collaborative sessions where they consistently analyzed student work and analyze data toward meeting school wide goals and implementing the instructional shifts."

Though teachers consistently meet to collaboratively analyze student work and to develop action plans that are responsive to student needs, a review of formal and informal observational data revealed that several teachers continue to struggle with implementing strategies effectively address the needs of all students, specifically ELLs, SWDs and students in the lowest third.

Part 2 – Annual Goal

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

By June 2015, 100% of core subjects will have functioning teacher teams, which meet bi-weekly, to engage in various activities that promote shared leadership and focuses on improved student learning.

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</i>	Key Personnel <i>Who is responsible for implementing</i>
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<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 		<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
We will conduct instructional rounds, collaborative learning walks as a part of our on-going professional learning activities in order to promote continuous pedagogical improvement.	Administrators, Teacher	September 2014 – June 2015	Administration, Network Achievement Coach
We will provide professional development designed to support teachers with planning strategies that effectively address identified of student need.	Administrators, Teacher	September 2014 – June 2015	Administration, Network Achievement Coach
Supervisors will closely monitor lesson and unit plans to ensure that they include scaffolds, supports and strategies to adequately address the needs of their diverse student population. After a review of these artifacts teachers will receive timely feedback.	Administrators, Teacher	September 2014 – June 2015	Administration, Network Achievement Coach
To ensure that parents are involved in the process of understanding how their children are performing in all core subject areas, members of each core subject teacher team will discuss which parents need to be invited in to the school, called, emailed, etc. in order to discuss their child’s performance and the ways in which they can support their child at home.	Parents/Families	September 2014 – June 2015	Administration, Teacher Teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monday and Tuesdays Professional Development Meeting

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

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.
To determine if we are on track to achieving this goal each month administration will review all revisions to curriculum; assessments; lesson plans and instruction to ensure the rigorous expectations of the CCLS are met. The results of formal and informal observations will be reviewed to determine if there is an improvement in

teacher practice school-wide

In February the administrative team will review teacher team artifacts to date which include revisions to units of study, action plans and student data to determine if we are on track to achieving our goal of having 100% functional teacher teams

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Results of our most recent Quality Review conducted in November of 2014, revealed that “Across classrooms, grades, and subjects used and create assessments, common assessments and rubrics aligned to the curricula to determine student progress towards goals.”

Despite these strengths in our practices, discussions at our most recent professional development day revealed there is still a need for teachers to refine their ability to use data, and develop effective plans that are responsive to individual student needs.

Part 2 – Annual Goal

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

By June 2014, a minimum of 85% of classroom teachers will regularly use current quantitative data from a variety of sources including standards aligned assessments to analyze and develop a plan of action, as evidenced by unit and lesson plans and improvement in student outcomes.

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: <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 	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>
Each month, as a part of their bi-weekly cycle of activities, teacher teams will be required to analyze student work products and the results of their most recent common assessments. The administration will continue to monitor teacher team outcomes by reviewing student, class and grade wide data on a monthly basis.	Teachers/Teacher Teams	September 2014 – June 2015	Administration
We will continue provide professional development on how to use research-based protocols, like the “Surfacing the Gaps Protocol” to analyze student wok and on how to develop unit and lesson plans that are responsive to student needs, based on the frequent collection and analysis of student assessment data.	Teachers	September 2014 – June 2015	Administration
We will provide timely feedback, which includes information on how to improve outcomes for students, based on the findings from formal and informal observations conducted.	Teachers	September 2014 – June 2015	Administration
To ensure that parents are apprised of and involved in the process of supporting their children with achieving the grade level expectations of the CCLS, we will use our new online program, “Skedula” to upload information relative to their children’s grades, progress, attendance, and anecdotal information. There is also a place within the program for teachers and parents to engage in ongoing communication about how their children are performing and the ways their parents can support them at home.	Parents, Students	September 2014 – June 2015	Administration

Part 4 – Resources Needed

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

We will plan for our teachers and staff to attend professional development in house, district wide and when appropriate by outside agencies.

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

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.

To determine if we are on track to achieving this goal each month administration will review all teacher team artifacts and observations feedback and ratings to ensure impact on teacher practice.

In February we will review all the above stated data to determine if we are on track to achieving this goal.

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

a. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
b. 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

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

Results of our most recent Quality Review in November of 2014, our parents stated that teachers communicate consistently regarding their child’s progress towards goals, alerting them if their child has excelled or fallen behind and needs extra help. Parents stated that although teachers have different methods, each is consist in their communication.

In order to continue to improve parents understanding of their children’s performance and areas for improvement we will

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

By June 2015, parental involvement and outreach will improve via weekly communication and weekly professional development, as evidenced by a 5% increase in our performance on the Learning Environment Survey

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: <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 	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>
We will conduct parent workshops to train them how to log on and utilize and interpret the information available on Skedula.	Parents	September 2014 – June 2015	Administration, Skedula Point Person
We will train the students on how to access and utilize Skedula via Pupil Path.	Parents	September 2014 – June 2015	Administration, Skedula Point Person
The Parent Coordinator and or Administration will conduct monthly workshops with parents to inform them of changes in academia, school policies and regulations.	Parents	September 2014 – June 2015	Administration, Skedula Point Person
We will continue to train teachers and staff on how to access, utilize and implement Skedula to best support their students and inform parents.	Teachers, Support Staff	September 2014 – June 2015	Administration, Skedula Point Person

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Skedula program, Trainer (if needed)

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <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. 				
By February we will review and monitor parent usage by reviewing if they have logged on and actually used Skedula as a resource and form of communication.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELLS, SWD, Lowest Third, Marking Period Grades , Teacher Recommendation	Achieve 3000, Reading Comprehension, Ready New York CCLS, 6+1 Traits and Strategies for Writers	Small Group and Individual	During the morning, during the school day, after-school, Saturdays, and spring vacation
Mathematics	ELLS, SWD, Lowest Third, Marking Period Grades Scores, Teacher Recommendation	Brain-Pop, Computation, Problem Solving, Open-ended Questions, Short Responses, and Test Prep	Small Group and Individual	During the morning, during the school day, after-school, Saturdays, and spring vacation
Science	ELLS, SWD, Lowest Third, Marking Period Scores, Teacher Recommendation	Brain-Pop and Special Projects	Small Group	During the school day
Social Studies	ELLS, SWD, Lowest Third, Marking Period Scores, Teacher Recommendation	DBQs, Projects and Brain-Pop	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ELLS, SWD, Lowest Third, Marking Period Scores, Teacher Recommendation	Counseling, PBIS and Student "Rap" Sessions	Small Group and One-to-One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

Achievement Manager Support
 Teacher Team Meetings Monitored by Administrators
 Faculty Conferences
 Department Meeting
 Lunch and Learn
 Inter-visitation of Schools

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).

Achievement Manager Support
 Teacher Team Meetings Monitored by Administrators
 Faculty Conferences
 Department Meeting
 Lunch and Learn
 Inter-visitation of Schools

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$540,891	X	Page numbers of Goals
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	\$136,000	X	
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$3,739,323	X	
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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 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between 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. **Dr. Gladstone T. Atwell MS 61K** 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. **Dr. Gladstone T. Atwell, MS 61K** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Dr. Gladstone T. Atwell MS 61K in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: Middle School 61	DBN: 17k061
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: At MS 61, there are 43 ELLs in the 6th/7th/8th grades. The Title III program will be held after school from 3:00 to 5:00 (2 hours/day) and the sessions will take place 2x/week (2x2 hours =4 hours/week. Two teachers (math and ELS.ELA) will teach 4 periods/week (2 teachers=4hours x 2 days/week=8 hours of instruction/week). The program will run for 23 weeks, it will start in November and end in May. The language of instruction will be English with native language support. As a result, each teacher has 2 sessions per day (Tuesday and Wednesday). Each student has a session of ELA and a session of math per day. Both teachers are certified Bilingual (Haitain Creole) who can communicate in other languages. They are quite familiar with the important ESL methodologies and strategies that are necessary to teach content areas to ELLs. There are 19 ELLs who speak Haitian Creole and 14 who speak Spanish. The remaining ELLs are a combination of Arabic and various African languages.

Some of the SIFE students did not take the ELA test last year because they had been in an English language system for less that a year, but they will take the NYS ELA test in the Spring. Moreover, these studens took the NYS Math test last year. Title III program will be offered to all ELLs. This includes the 12 special education ELLs.

Materials will include Finish Line for ELLs, New York ELLs, Milestones and Side by Side. Supplementary instructional material will include Imagine Learning, Achieve 3000, Starfall, Study Island, Brain Pop, Acuity, Activity Phonics, Stories We Brought with Us, etc. Where possible translated texts will be used.

Native Language (NL) support through the use of Bilingual dictionaries and glossaries, are available and encouraged. The school is still reviewing material specifically for SIFE students. These materials will include phonics for newcomers and the Wilson program.

In Math, students are in small group based on the need in a particular skill area. Therefore, there are groups in which students who are learning beginning division (one digit) another is learning to divide fractions and mixed numbers; and other groups are solving problems with polynomial. Advanced students will concentrate on algebra, geometry, skills using angles and estimating. Textbooks are "Go Math", teacher generated worksheets; and computer generated material.

ELA sessions use Imagine Learning, Brain Pop and Achieve 3000 (Teen Biz). Teachers focus on the basic grammar; linking ideas and translating these images into words (writing).

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Begin description here: The Title III teachers are highly qualified teachers who understand the value of ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Cook, a certified licensed ESL teacher will provide turn-key workshops/PDs to the various teachers of ELLs and other staff members through Teacher Team Meetings, Professional Development Mondays, Professional Development Days, etc. Professional Development activities will include reviewing and adjusting curriculum to include modifications for ELLs. The number of teachers will vary according to the Professional Development. The number of teachers can range from intimate groups of 4 to larger groups of 80.

These sessions will be held on a monthly to bi-monthly basis for Teacher Teams for grades 6th/7th/8th. Data Inquiry, morning PD sessions, etc are held once per quarter. Individual sessions are by mutual appointment between teacher and ESL. These sessions will cover various topics based on the needs of specific teachers/students.

Topics will include:

Addressing the needs of SIFE students

What is the difference BICs and CALP?

ELL testing modifications

Academic English for ELLs

Effective Graphic organizers for ELLs Four Modalities of Language

Language Acquisition

NYSESLAT, ELL periodic Assessment, and NYSESLAT (Operational Test and Field Test)

Language Acquisition

Part C: Professional Development

ELL periodic Assessment and NYSESLAT (Operational Test and Field Test)

Hands on QTEL methodologies and Strategies

Scaffolding for ELLs

Tiered Vocabulary for ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: Begin description here:

It is vital to include ELL parents in the general school community. All parents, including our ELL parents are invited to all parent workshops held at the school. All parents including the ELLs will be invited to all trips. All ELLs in the school are presently registered on Imagine Learning and those that have reached Intermediate to Advanced levels are registered on the Achieve 3000 program. Mrs. Cook, the ESL teacher will present these workshops. Translators will be available. Notifications in English, Arabic, Haitian Creole and Spanish are sent to parents. Translations are done by a pedagogue or through the use of the DOE translation services. Translated Auto-Dial announcements of workshops and other activities are sent to parents before the workshops and other activities take place.

One hour workshops will include:

Math: What you need to know to support your ELL child in math.

ELA: What Methods Work Best for ELLs: Effective Academic language for ELLs

General: Testing/Graduation and Promotional Policies

General: What are ESL, Bilingual and Dual Language Programs?

What is Achieve 3000/Imagine Learning?

Part E: Budget

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

Allocation Amount: \$0

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

**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

I. School Information [i](#)

District 17	Borough Brooklyn	School Number 061
School Name Dr. Gladstone H. Atwell Middle School		

J. 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 Dr. Shannon Burton	Assistant Principal Ms. Adriana Galvan
Coach type here	Coach type here
ESL Teacher Hazel Courtney	Guidance Counselor
Teacher/Subject Area Mr. Boutros	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Ailene Thompson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	783	Total number of ELLs	47	ELLs as share of total student population (%)	6.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							6	6	6					18
SELECT ONE													0	0
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	8
SIFE	12	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	8

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
Dual Language										0
ESL	31			4			8			43

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	31	0	0	4	0	0	8	0	0	43
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	5					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian							5	8	7					20
French							2	2	2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		7					8
TOTAL	0	0	0	0	0	0	9	16	22	0	0	0	0	47

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)							5	9	6					20
Intermediate(I)							1	4	7					12
Advanced (A)							4	2	7					13
Total	0	0	0	0	0	0	10	15	20	0	0	0	0	45

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	4	1	0	0	5
7	9	0	0	0	9
8	9	2	0	0	11
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	4	1	3		0		0		8
7	9	7	2	3	0		0		21
8	12	5	1	2	1				21
NYSAA Bilingual (SWD)									0

NYS Science

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

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.
As a middle school, the primary assessment tool that assesses the ELL's literacy skills is the CCLS ELA Baseline & CCLS ELA Benchmark, These diagnostics are given in the fall and spring. These tests reveal the students' strengths and weaknesses. As a result, teachers can differentiate instruction. In March, students take predictive tests which indicate how students will perform on the actual ELA test.

The scores of the ESL periodic assessments are also used to guide instruction.

The Spanish LAB guides the teacher(s) on the literacy level in Spanish. This helps the teacher to ascertain whether or not the student is a SIFE.

Overall, most students are in Levels 1 and 2. Based on the number of SIFEs and a lack of a TBE program, the school is exploring the use of process writing approach instead the more “traditional” writing process. This approach allows more “teamwork” and the use of the four modalities. Since students are stronger in L/S skills, this approach will reinforce the development of the ELLs’ weaker R/W skills. Currently, the DATA Inquiry Team is focusing on ELLs and Math.

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

As a middle school, the LABR, NYSESLAT, and the ELA are used to evaluate the ELLs’ level of literacy. In the past few years, most students who take the LABR are new students to the English language school system. As total newcomers, they usually score a Level “B”. However, a minority of the students studied English in their native country or had spent summers in the US, and learned some social English and/or some academic English. The students who came for social visits often score an “I”, for they have some listening and speaking skills. However, the few who studied English in their native countries often score a high “I” or a Level “A” on the LAB-R. However, when these Level “A’s” take the more difficult NYSESLAT, it is not unusual for them to slip to a Level “I”. A basic reason is the LAB-R is a screening multiple-choice test; whereas, the NYSESLAT is a more rigorous test that also includes writing an essay and analysis of poetry. This pattern is consistent throughout the 6th, 7th, and 8th grades.

Consequently, the majority who took the ELA are “newcomers” (0-3 years) and 4-6 year ELLs. One pattern that has emerged in the past few years is the number of LT ELLs has shrunk, and the number of newcomer ELL (0-3 years) has skyrocketed.

Interestingly, the pattern of the ELLs’ scores reinforces Cumming’s view of BICS (social English) and CALP (academic English). In reality, social English is achieved within one year, but academic English is mastered in 5-7 years.

5. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here:

6. For each program, answer the following:

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

4a-b(2). AT MS 61, all ELLs are offered a test in English, available bilingual glossaries, and a translator, if needed. It is the students’ choice to use these modifications. Some ELLs, especially, the 4-6 year ELLs, are more comfortable in taking the test in English and merely use the translated tests/bilingual glossaries as a NL support. Most of their instruction in the content area has been in English, and their academic native language is “weaker” than their academic English. Moreover, the 6th grade students took their 2012 tests in other schools, and there is no clear data if they took tests in the native language and what modifications they received. It is the experience at this school that the students who take the content area tests in the native language will have a greater “comfort level” while taking the test and will score higher than their counterparts who decided to take the test in English. In previous years, the students in the TBE class would take the test in the NL or will strongly use the NL support of the glossaries or refer to the NL test as a form of NL support while taking the content area test in English.

4b-c(1). Unlike the ELA periodic tests, ELL Periodic Assessments allow the teachers and school leaders to analyze the ELLs’ progress in the four modalities. Based on previous tests, this test best presents to the students the need to listen to complex passages in the listening section. The reading section parallels much of what is taught in the ELA classes. However, the writing multiple choice indicates strengths and weaknesses in grammar. This information is especially helpful to both the ESL and ELA teacher, for it will help drive instruction and give a guideline for differentiated instruction. Unfortunately, there is no essay on this test. These overall results are

7. 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

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

The ELLs at MS 61 are a “work in progress.”

The first level of evaluation of the ELLs’ progress is through the data of standardized and periodic tests. These tests show growth or lack of growth in ELA/NYSESLAT/Math/other content areas. They show the importance of teaching content area classes in the NL and the importance of NL support. It has helped push the school to continue differentiation within the general program and helped push the school to see the necessity of providing sufficient NL support (bilingual glossaries/libraries in the classroom, etc.) Most importantly, it

has help teachers to differentiate instruction for their ELL population and to ask questions to the ESL teacher about what modifications, different types of scaffolds that can be used or teaching methods that will work best for their ELL students. The ESL teacher has also been able to present to the staff how to best use multiple entry points.

The next level is the greater interest in PD for ELLs. Teachers have realized that “standard operating procedure” does not always work for ELLs. Teachers are more open to PD and seek suggestions on how to help their ELL students. Their questions also allow the ESL teacher and school to provide needed PD in specific areas. This openness and willingness only contributes to the success of each ELL and the various programs in the school.

Finally, the ELLs’ success on Regents; the ability to meet or not to meet the AYP in specific areas; and the ELLs’ success to enter into specialized high schools and programs are clear indications of the overall success or lack of the school’s program(s) for its ELL population.

In short, much has been done, but more can be accomplished. With the strong support of the teachers, administrators, data specialists, parents, etc., the MS 61 community knows that success for ELLs is an ongoing and “doable” process.

9. For dual language programs, answer the following:

- c. How are the English-proficient students (EPs) assessed in the second (target) language?
- d. What is the level of language proficiency in the second (target) language for EPs?
- e. How are EPs performing on State and City Assessments?

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

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Finally, the ELLs’ success on Regents; the ability to meet or not to meet the AYP in specific areas; and the ELLs’ success to enter into specialized high schools and programs are clear indications of the overall success or lack of the school’s program(s) for its ELL population.

In short, much has been done, but more can be accomplished. With the strong support of the teachers, administrators, data specialists, parents, etc., the MS 61 community knows that success for ELLs is an ongoing and “doable” process. Paste response to question here:

Part IV: ELL Identification Process

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

3. 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](#).)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child’s entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

Parents will complete a Home Language Identification Survey (HLIS) in conjunction with an oral interview to determine whether or not a student is eligible to take the LAB-R. If parents indicate, on the HLIS, that the students’ home language or native language is one other than English then the teacher conducts an informal interview with the student. If the students’ homelanguage or native language is English, then the student is not an English Language Learner (ELL). If the student speaks little or no English during the informal interview, then an initial assessment is given to the students. If the student speaks only English during the informal interview then the child is not ELL. On the initial assessment if the student scores Beginning, Middle or Advanced, then the next step will be to

place the student in the appropriate language program. If the student tested at the Proficient level then the student is not an ELL. Every year ELLs take an assessment exam to determine their ELL status for the upcoming year. If the student scores at Beginning, intermediate or advanced then he or she is an ELL. If the student is proficient then he or she is not an ELL. The completion of the determination of ELL eligibility and service will be completed within ten days of the student's enrollment into the school.

4. 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.
MS 61 holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, we have the opportunity to receive materials about ELL programs in your home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that you are requesting for the child. If a program, TBE/DL becomes available the school will outreach to the parents to inform them of the additional programs. Parent coordinators and school staff will use the survey portion to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. The parent coordinator, ESL teacher along with other available school staff will contact the parents via school letters, ROAR newsletter and phone calls is needed. The outreach to the parents should happen within two weeks of the program availability.
5. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The MS 61 administration has trained and designated an ELL team that includes the ESL teacher, ESL administrator and parent coordinator that work in conjunction to ensure the proper identifying, notifying, and placement of students in ELL instructional programs as well as sending out all forms in a timely fashion. ATS reports will be used to ensure entitlement of students for ELL services will be used. These reports include but are not limited to the following; NYSESLAT and LAB-R Reports, Biographical Data Reports and Students with Disabilities Reports and RLAT. The distribution of entitlement letters will be done through the mail and via student. The ESL teacher and Coordinator will retain copies of letters sent home and collected back in the Coordinator's office. They will be kept in a file cabinet. All Parent Survey and Program Selection Forms will be distributed via the postal service and sent via student.
6. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Parents fill out a Home Language Identification Survey (HLIS). If parents indicate, on the HLIS, that the students' home language or native language is one other than English then the teacher conducts an informal interview with the student. If the students' home language or native language is English, then the student is not an English Language Learner (ELL). If the student speaks little or no English during the informal interview, then an initial assessment is given to the students. If the student speaks only English during the informal interview then the child is not ELL. On the initial assessment if the student scores Beginning, Middle or Advanced, then the next step will be to place the student in the appropriate language program. If the student tested at the Proficient level then the student is not an ELL. Every year ELLs take an assessment exam to determine their ELL status for the upcoming year. If the student scores at Beginning, intermediate or advanced then he or she is an ELL. If the student is proficient then he or she is not an ELL. Once a student is identified as an ELL the process begins. Entitlement letters are sent to the parents of the identified student via mail and with the child. Parents are invited into the school to view the video and their preferred program is recorded. Once the preferred program has been recorded the school will explain to the parents what programs are available at the school at the present time. If the program chosen by the parent becomes available the school will outreach to the parent to inform them of the availability. This will be done within two weeks of the programs availability.
7. 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.
We have a team of teachers who administer and score the NYSESLAT exam. The RLAT & RLER report printed from ATS is used to determine who is eligible to take the NYSESLAT. The ELL teacher along with another teacher will administer then score the students NYSESLAT exam. The Principal and Testing Coordinator design a schedule to guarantee that all components are administered and scored within the dates mandated in the testing memorandum.
8. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
.Based on parent selection surveys and conversations with ELL staff for the last 3 years parents have selected ESL as their preferred choice regardless of programs offered at the school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
A./B. Programming and Scheduling Information
MS 61 is a middle school, and most of the programming is based on departmentalization. The ESL program is a combination of push-in and pull out models. When the ESL teacher pushes in, she will alternate between team teaching and working separately with the ELL groups. Based on schedule, the pull-out model is used. Whenever possible, these groups are formed by grade and linguistic levels.
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)?
2a. Most of the 8th grade general ELLs are in one class. This also allows for a push-in schedule for this class. Some ELLs/Newcomers have individual schedules that meet their specific needs.
Newcomers who are usually pulled out of ELA/social studies classes minor classes and work in small groups or individually. ELLs are not pulled out of any math class. All students receive their mandated 180/360 minutes of ESL services.
• 2b. According to CR Part 154: ESL Services: Beginners/Intermediates – 360 minutes/week
Advanced – 180 minutes/week
Advanced ELL's receive a minimum of ELA -180 minutes/week) based on class program)
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.

Content area is delivered in ESL by using materials such as Leveled readers/ NL support as bilingual dictionaries/glossaries/ translated textbooks if available/translated picture dictionaries/bilingual classroom libraries in Spanish/Arabic, etc/ bilingual and translated books in the school library/leveled RIF books in the school library/etc. Note: all teachers of ELLs are encouraged to have bilingual dictionaries and other forms of NL(native language) support in individual classrooms.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language throughout the year they are provided with native language support. Classroom libraries, multilingual books, resources, dictionaries/glossaries are afforded to them. ESL Methods incorporate QTEL/CALLA/ scaffolding/stress on academic English with use of appropriate graphic organizers, Spanish speaking ELL's take the Spanish LAB to ascertain NL literacy. There no equivalent standardized tests in Haitian Creole.

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

Our ELL students are evaluated in all four modalities of the English acquisition throughout the year through the use of periodic assessments and the NYSESLAT. The periodic assessment is done through Pearson. The results are graded by Pearson and then made available to the teachers who then use the information to drive instruction within the four modalities. Flexible grouping will be done based on the four modalities. For example, students with low listening scores will be placed in a group and the teacher will then work with them to improve their listening skills. We will also administer informal assessments, pre and post assessments to assess students' progress in the modalities. Spanish speaking ELL's take the Spanish LAB to ascertain NL literacy. There is no equivalent standardized test in Haitian Creole. However, student can take NYS content area tests and Regents in their native language. If available, students take periodic assessments in NL.

5a. Whenever possible, the ESL teacher will work individually or in small groups with the SIFE student(s) to support reading a writing skills. Most of the SIFE students are illiterate/barely literate in their native language.

5b. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these students are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. During the first year, stress is place on the mastery of BICS (social English). As the student enters his/her second year, the shift is to attain mastery of CALP (academic English). Based on LAT scores on reading and writing, more emphasis is placed on strategies that will strengthen the needed skills that the ELLs will take on the ELA. This thrust continues through the third year. Leveled reading material is used, and more nonfiction material becomes the base of many lessons. ESL Teacher articulates with content-area teachers and provides extra support for ELLs..

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).

The present program for SIFE students includes a stronger targeted academic shelter instruction. SIFE requires specialized supports to build competencies in English and/or native language literacy, and content areas where subject matter was missed. AIS services are administered to SIFE students three times a week in a small group. Imagine Learning and Achieve 3000 are two online programs that are used to support the ELLs and SIFE students. Both programs target reading, writing, speaking and listening. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these students are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. Beginner and Intermediate students have exposure to the English language using a variety of strategies including visuals, repetition, graphic organizers appropriate for various skills/strategies and Total Physical Response (TPR). Two specific strategies utilized are the CALLA (Cognitive Academic Language Approach) and CALPS (Cognitive Academic Language Proficiency Skills). These along with other strategies are used to develop natural English language acquisition. For students who are long term ELLs , their performance is analyzed by their classromm teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue to receive services. ELLs also participate in after school programs which supplement the core curriculum and our mandated ESL program. We will use our Title III money to give our long term ELLs additional opportunities to acquire the English language as well as expose them to test sophistication strategies to better prepare them to meet the Common Core Standards as measured by city and state standadized exams. For ELLs who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies. After attaining proficiency level on NYSESLAT the student receives an additional 2 years of ESL services if he or she is in the 6th grade, and 7th grade students receive 1 year of additional services, since our school only goes up to the 8th grade.

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?

Special SWD ELLS receive all modifications stated on their IEP's. ESL teacher have an updated IEP on file. In order for Spec Ed ELLs to master grade level material, ESL teacher will differentiate material; provide scaffolded instruction; provide leveled activities; provide ESL methodologies as chunking/jigsawing/ Think-Pair-Share/accountable talk/use of cognates. To ensure that ELLs are appropriately evaluated in their native language throughout the year they are provided with native language support. Classroom libraries, multilingual books, resources, dictionaries/glossaries are afforded to them. Presently for ELA we are utilizing CODE-X. CODE-X is Common Core aligned and includes differentiated instructions for SWDs and ELLs in grades 6-8. Our ELLs are also benefitting from our math program , Pearson CMP3 which also includes modifications and strategies for SWDs and ELLs in grades 6-8 students. In Addition, we utilize supplemental reading programs through the use of technology which includes, Imagine Learning, Achieve 3000, and STARFALL. Imagine Learning an online reading program has an initial assessment for all ELLs and creates lessons based on each individual student's pre- assessment results. Starfall, a website for ELLs, is geared to the new ELLs. In Starfall the students can learn letter sounds and basic words, and read simple beginner stories.

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?

The service providers (speech, occupational therapy, ELL, and guidance) work together before the start of the school year to coordinate their schedules to accommodate the students I.E.P. mandates and mandated ELL minutes. All services are implemented in the least restrictive environment in either a push in or pull-out model. We currently have I.C.T. classes across grades that service children in the least restrictive environment. Our school differentiates instruction for all students including ELLs. Constant analysis of data will inform all decisions in regards to changes in instruction and specific intervention programs. As mentioned above, the use of technology is used to scaffold instruction and provide content vocabulary and prior knowledge. Our school uses the CODE_X ELA program which contains a component specifically targeted for ELL students. Students (including ELLs) are all aware of their current independent reading levels, participate in guided reading work (with the classroom, and/or ELL teacher) on one level higher text, and they are all aware of the level that they need to achieve in order to successfully complete the grade and their goals. Once a student is determined to qualify for mainstreaming they are mainstreamed into the subject they perform best in. ELLs and students are also mainstreamed throughout lunch, 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:			
Social Studies:			
Math:			
Science:			

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

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

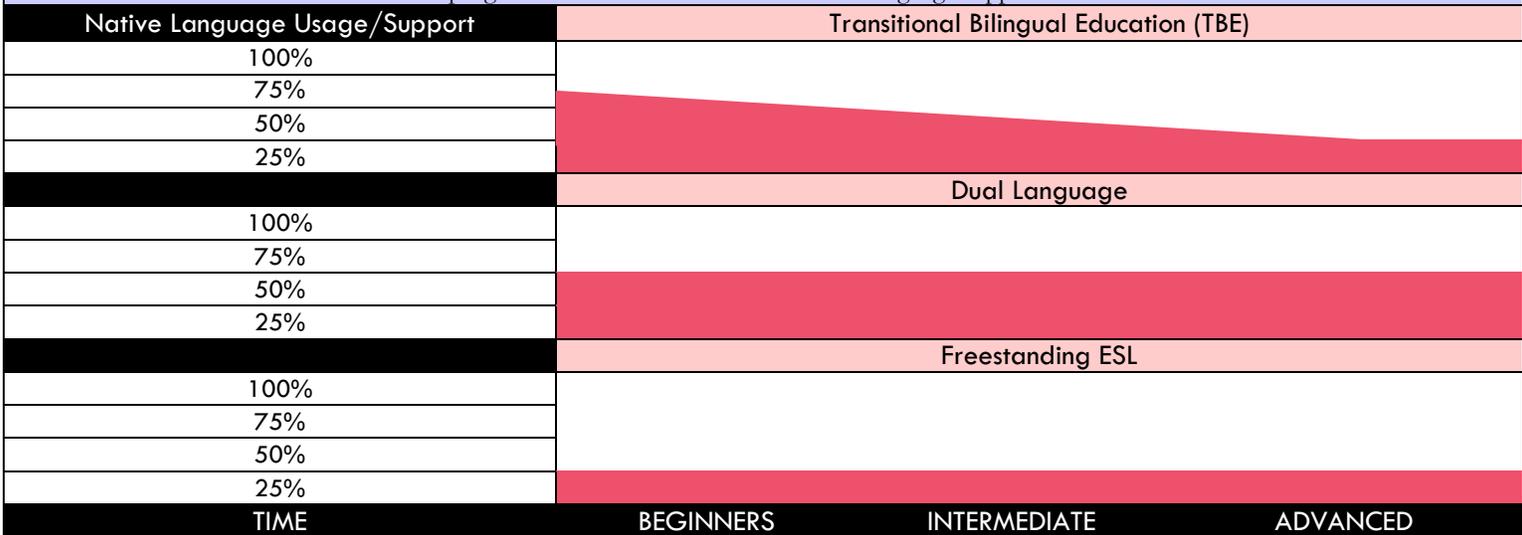
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Currently, the DATA Inquiry Team is focusing on ELLs and Math. The school has targeted 6th and 7th grade ELLs. This group is a combination of General ED, Bilingual, and Special Ed ELLs. The school has established a base line exam to assess the students' math skills. As an ELA preassessment this school uses CCLS baseline and CCLS Benchmark in the Spring. The CCLS baseline and benchmark results helps teachers to identify and target reading and writing skills in which the students are deficient. Classroom as well as the ESL teacher use the data from these assessments to strategically plan lessons and activities to drive students' instruction.

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

The current program at MS 061 combines the push-in and pull-out models. The ESL teacher works in conjunction with the classroom teachers to provide support for the ELLs in the content area. Our current Freestanding ESL program for all ELLs: includes speaking, literacy, and content language development. Content specific vocabulary with pictures are used within social studies, math, and science lessons to facilitate ELL learning. Students are taught within smaller groups in order to develop academic language and literacy skills. They are trained in learning strategies, and higher order / critical thinking skills. The program addresses students' needs and instruction is differentiated to meet the needs of our ELL population using the Common Core Standards.

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

- Expanded bilingual classroom libraries
- Expanded bilingual material for school library
- More native language support as bilingual dictionaries in all ELL classrooms

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

Most programs will be continued.

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

All ELLs and former ELLs can participate in school-wide programs as Extended Day, etc. Title III Summer program is open to students who have been in the country for less than two years. Title III after-school morning program is open to all ELLs in which the primary focus is the development of math and reading skills. If funds become available, the school reapply for the ELL Success Grant.

Additional services in Math and ELA are available for all ELLs, and they have equal access to the following services:

- Extended Day
- Title III morning/afternoon programs
- Brainpop
- Starfall
- Peer Tutoring
- Music/Dance/Sports/Double Dutch/etc.
- Art program
- Chess Club
- Steel band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural/educational interest
- chorus
- step team
- cheerleading
- MEC Math
- MEC ELA
- classical music
- track and field
- band music on wheels
- living Environment
- forensics
- SAT Prep

- Robotics

- Kickboxing

- The Mouse Squad

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

- Starfall is an interactively reading skills internet site that provides new ELLs with the opportunity to learn letter sounds, words, and begin reading.

- Imagine Learning targets the four modalities; reading, writing, listening and speaking

- CODE_X ELA program challenges students to read, think, analyze, question, cite evidence, debate, and write every day. Code X was built specifically to address the rigorous demands of the Common Core State Standards. CODE-X has lessons that specifically target the ELL population in our school.

- Pearson CMP3 math program includes a component for ESL students.

- Holt McDougal's United States History and New York History Beginnings to 1877 along with Eastern Hemisphere are the texts use to drive Social Studies instruction. The teachers use the online component to supplement lessons.

- Glencoe Science textbook New York Science is used across the grades during science instruction.

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

The native Language support is delivered though the use of cognates, native language vocabulary with target language vocabulary, bilingual dictionaries, and glossaries.

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

Our ELL student's are grouped by grade. Age appropriate and Common Core resources are used with each grade. Students are provided with ESL support and Imagine Learning.

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.

We do not currently have a program that assists newly enrolled ELL students before the beginning of the school year. If an ELL student enrolls during the school year, the student will be placed in the ESL after school program, and additional instructions will be given to the student using Imagine Learning and Starfall.

18. What language electives are offered to ELLs?

We are currently offering Spanish to ELLS, and are in the process of adding either French , since we have a big Haitian population, or Chinese.

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)?

NA

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.

Teachers are quite familiar with ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Marvin, the ELS Coordinator a certified ESL will provide turn-key workshops/PDs to the various teachers of ELLs and other staff members through Data Inquiry Team meeting, Common Preps, Professional Development Days, etc. These sessions will be held on a bi-monthly basis for common prep periods for grades 6th/7th/8th. Data Inquiry, morning PD sessions, etc are held once per quarter. Individual congruence sessions are by mutual appointment between teacher and ESL. These sessions will cover various topics based on the needs of specific teachers/students.

oTopics will include:

oBICs and CALP

oELL testing modifications

oAcademic English for ELLs

oEffective Graphic organizers for ELLs Four Modalities of Language

oLanguage Acquisitions

oLAB-R, ELL periodic Assessment, and NYSESLAT (Operational Test and Field Test)

oLanguage Acquisition

oLAB-R, ELL periodic Assessment and NYSESLAT (Operational Test and Field Test)

oHands on QTEL methodologies and Strategies

oScaffolding for ELLs

oTiered Vocabulary for ELLs April 8th, Testing tips for ELLs; May 6, NYSESLAT format.

The ESI pedagogue attends professional development workshops throughout the school year. These workshops are geared to increase the teacher's toolbox of ESL strategies and provided by the both the network and OELL. Since we are a middle school we ensure that our students are prepared and knowledgeable about the transitioning to highschool. We make sure that all letters sent home regarding the application process are available in appropriate languages. We also have both a curriculum orientation and meetings for parents offering information about the transitions process. There are always interpreters available at all these meetings.

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?

A large percentage of ELL parents of students who attend MS 061 are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents need translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences. These findings were classified through surveys and the School Leadership Team, PTA meetings, parent coordinator, and faculty. MS 61 offers the following programs to parents :

- Adult ESL classes
- Yoga
- GED program
- Meet the Staff Night
- Parent Orientation
- Swimming
- Family Workshop Teaching ELA and math
- Movie Night
- School Leadership Team
- Parent Coordinator Workshop
- Trips

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Dr. Gladstone H. Atwell

School DBN: 17k061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Shannon Burton	Principal		10/25/13
Adriana Galvan	Assistant Principal		10/25/13
Ms. Ailene Thompson	Parent Coordinator		10/25/13
Ms. Hazel Courtney	ESL Teacher		1/1/01
	Parent		1/1/01
Mr. C. Boutros	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: 17k061 School Name: Dr. Gladstone H. Atwell MS

Cluster: 1 Network: 110

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.

MS 61 has received funding to pay accepted translators to transcribe notifications and on-going events into various languages. The primary translations are done in Haitian Creole and Spanish. However, this funding is not used for material/notifications that have been translated by DOE central office. As a result, the parent co-coordinator has been greatly aided through the availability of this funding, and the non-English speaking parents are better-included and informed about events/general information about the school community.

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.

At least 50% of ELL parents are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents require translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences.

These findings were classified through the School Leadership Team, PTA meetings, parent coordinator, and faculty. Money for translations and translators has been met by the school budgets in Galaxy.

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.

Oral interpretation(s) will be provided on an ongoing basis from the in-house staff and parent volunteer(s). These people will be available during school hours, after-school activities, and parent/teacher informal/formal meetings. A parent/staff survey is planned to ascertain the oral/written capabilities of staff and parent volunteers

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

The school provides ongoing oral/written translations/translators by in-house school staff and parent volunteers.

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>.

- * Notifications and parent letters will be translated by teachers / volunteers
- * Will use available OELL translation of brochures, notifications, etc.
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- * Will use available OELL translation of brochures, notifications, etc.
- * School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates
- * Survey to staff and volunteer parents will aid in the identifications of which languages are spoken within the school community
- Information will organize the availability of these translators
- Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body.

This information will clarify if any outside translators are needed and create a wider pool of parent volunteers
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 - * Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body.
- This information will clarify if any outside translators are needed and create a wider pool of parent volunteers.