

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

DBN: (i.e. 01M001):

20K227

School Name:

EDWARD B. SHALLOW

Principal:

DR. EDWIN HERNANDEZ

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: JHS 6-8 School Number (DBN): 20K227
School Type: Middle School Grades Served: 6-8
School Address: 6500 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-256-8218 Fax: 718-234-6204
School Contact Person: Dr. Edwin Hernandez Email Address: Ehernan13@schools.nyc.gov
Principal: Dr. Edwin Hernandez
UFT Chapter Leader: Evelyn Liell
Parents' Association President: Lisa Cerrato
SLT Chairperson: Ms. Cynthia Dinkins
Student Representative(s): n/a

District Information

District: 20 Superintendent: **MS. KARINA COSTANTINO**
415 89th Street Room 402
Superintendent's Office Address: Brooklyn, NY 11209
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: (718) 759-4912 Fax: 718-759-3910

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 410 Network Leader: Kamal Salfarlie

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

- 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. Edwin Hernandez	*Principal or Designee	
Ms. Evelyn Liell	*UFT Chapter Leader or Designee	
Lisa Cerrato	*PA/PTA President or Designated Co-President	
Ms. Dina Hoole	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/CSA	
Ms. K. Longo	Member/ UFT	
Ms. Cynthia Dinkins	Member/ UFT	
	Member/ UFT	
Ms. Helen O'Shea	Member/ Parent	
Ms. Gregoria Lina Tirado	Member/ Parent	
Ms. Anne Harrison	Member/ Parent	
Ms. Alexandra Ortiz-Attia	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Shallow Junior High School is an intermediate school with 1,283 students from grade 6 through grade 8. The school population comprises 1% Black, 24% Hispanic, 17% White, and 58% Asian students. The student body includes 29% English language learners and 14% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013 - 2014 was 95.0%

School Vision

Our Vision is to ensure that all students are college and career ready through high expectations and standards of academic excellence as they go forward on their path to becoming life-long learners.

- Maintain and adhere to a rigorous curriculum to cultivate and develop the right skills for a rapidly changing workplace.
- Educate with an integrated and technology rich curriculum that reaches across disciplines.
- Transform and encourage an atmosphere of cooperation, respect, community and values and enforce discipline and ethic codes that provide a safe environment.
- Stimulate sensitivity and understanding throughout the entire learning community to understand and accept our cultural differences our community to become adaptable professional members of society.

School Mission

Together Building a Better Tomorrow Today

Special Initiatives

- NIA
- Penny Harvest
- Community Service
- Peer Mediation Group
- SIFE
- Title III ESL Program
- National History Day
- Respect for All
- Science Fair
- Social Studies Fair
- ESL Teaching Collaboration with Hunter College /CUNY

School Initiatives 2014-15

Strengths

- **Superintendents Program**
 - Incoming 6th grade

- **Establishment of Grade Minors**
 - 6th Grade Drama
 - 7th Grade LOTE Spanish
 - 8th Grade Journalism

- **Incorporating The Arts**
 - Inside Broadway
 - Broadway Jr
 - Dancing Classroom
 - VTS: Visual Thinking Strategies
 - Digital Photography

Accomplishments

- **Afterschool Programs**
 - Arista National Honor Society
 - Art Club
 - Book Club
 - C.H.A.M.P.S
 - Chess Club
 - Drama Club
 - Fantasy Fiction Book
 - Health Track Club
 - Honor Guard
 - Marching Band
 - Marketing Club
 - Mouse Squad
 - Music Club
 - Peer Mediation Club
 - Photography Club
 - Service Club
 - School Band
 - SSHT Club
 - Technology Club
 - Vocal Club
 - STEM Club

- Student Government Club
- Yearbook Club

- **Increased Accountability**

- Datacation/Skedula
- Small Group Instruction
- Academic Intervention Services
- RTI (Response To Intervention)

QR Areas of Celebration

- Aligned use of resources to support instructional goals that meet students' needs
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Structures for positive learning environment, inclusive culture, and student success School-level theory of action and goals shared by the school community

Challenges

- **Communication**

- Pupil Path
- Monthly Newsletter
- Parent ESL Classes

- **Regents Classes**

- Establishment of 4 Math Regents classes (**802,805,806,810**)
- Establishment of 4 Science Regents classes (**802,805,806,810**)

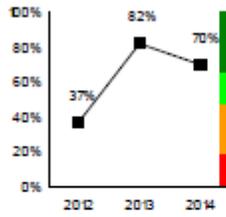
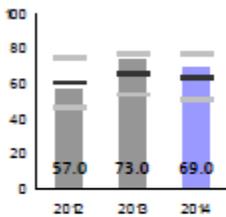
- **QR Areas of Focus**

- Curricula-aligned assessment practices that inform instruction
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

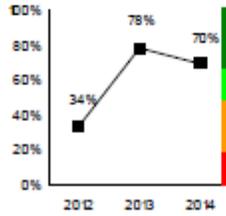
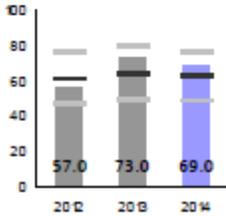
English Median Adjusted Growth Percentile (n=1153)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



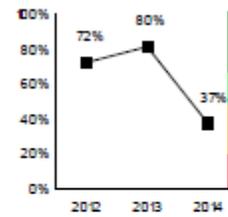
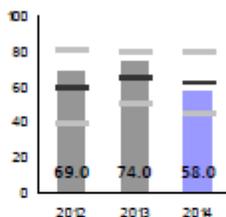
City



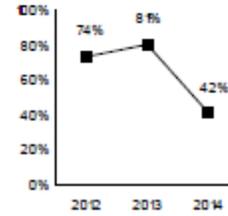
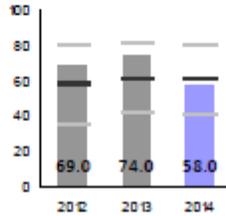
Math Median Adjusted Growth Percentile (n=1200)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



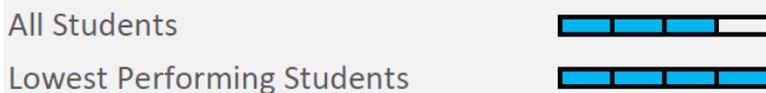
City



STUDENT PROGRESS

How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.

Improvement on the State English test



Improvement on the State math test



STUDENT ACHIEVEMENT

Student performance on the State tests in English and math; course pass rates; and achievement in high school after leaving this school

32% met State standards on the State English test; the average score at this school was 2.6 out of 4.5

City Average: 27% District Average: 53%

30% met State standards on the State math test; the average score at this school was 2.5 out of 4.5

City Average: 29% District Average: 60%

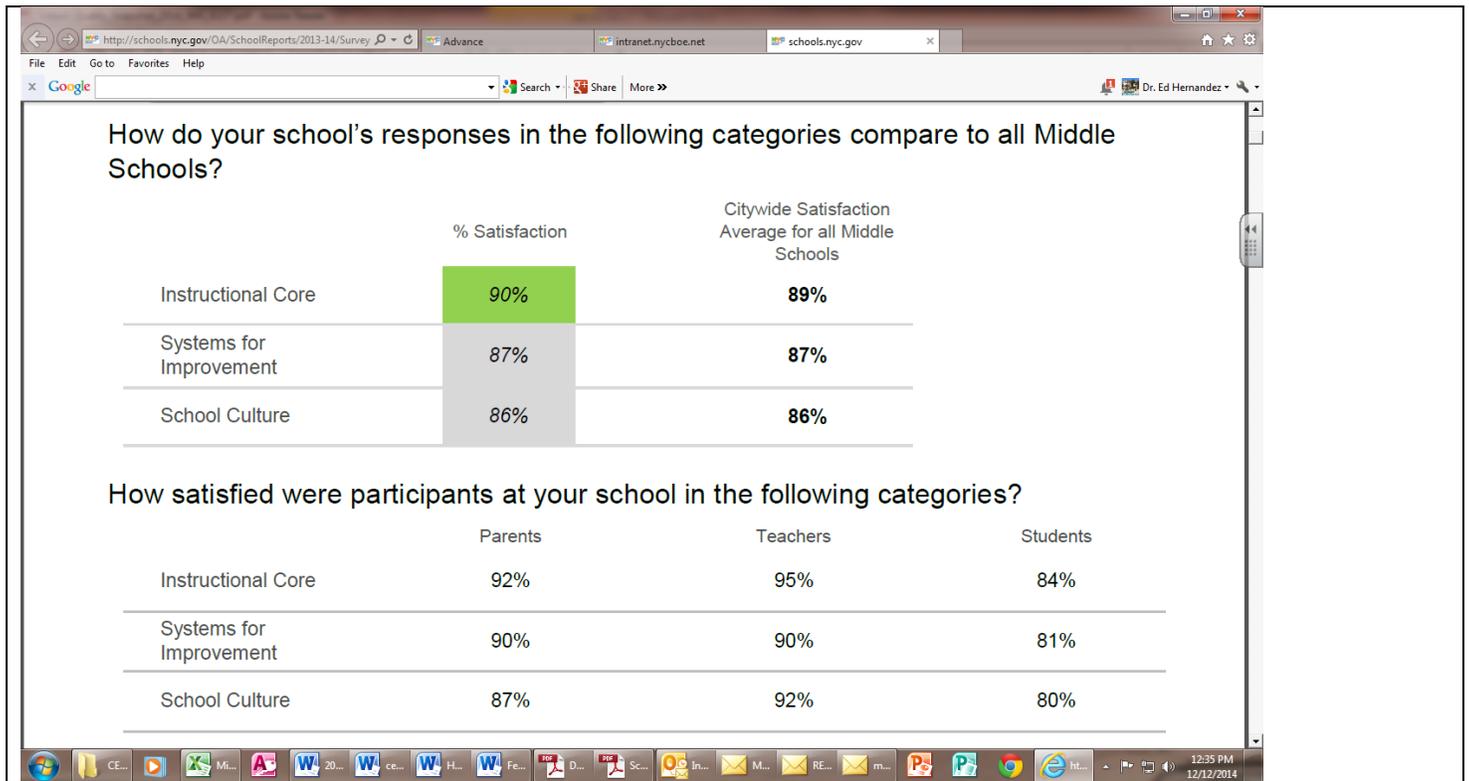
93% is the average pass rate for courses in math, English, social studies, and science

City Average: 91% District Average: 96%

78% of this school's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation

City Average: 88% District Average: 96%

School Strengths



Key areas of focus for this school year:

By June 2015:

Goal 1

Schools will have been implemented, prioritized, established and supported to best meet the needs of our community and students.

- Teacher teams will be created to ensure knowledge of students and their work, and use this knowledge as the starting point for planning;
- Curriculum Maps will be integrated school-wide into an established, clearly articulated instructional focus; and,
- PLC's will be created and incorporated to develop a culture of collaborative professional learning that enables school and individual development.

Goal 2

By June 2015 professional development will be provided for all teachers that will offer strategies in engaging all students in all subjects with tasks that are embedded in rigorous curriculum units aligned to the Common Core

Goal 3

By June 2015 all students will complete baseline assessments in ELA, Mathematics, Science and Social Studies in order to obtain benchmark data and align students' needs and academic achievement

Goal 4

By June 2015, English Language Learners and Students with Disabilities in ICT classes will demonstrate an increase by 3% on NYC Performance Assessments.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs Assessment

After reviewing the data sources which included the school report card, the progress report and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal it was determined that the school presented the following needs:

- Reading Strategies
- Group Learning Strategies
- Assessment Strategies
- Variety in Instructional Strategies
- Student Engagement and Motivation strategies
- Differentiated Instruction Strategies
- Foster a sense of collaboration so that:
 - Teachers are committed to students and their learning.
 - Teachers know the subjects they teach and how to teach those subjects to students.
 - Teachers are responsible for managing and monitoring student learning.
 - Teachers think systematically about their practice and learn from experience.
 - Teachers are members of learning communities

Part 2 – Annual Goal

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

By June 2015, **SWBAT** (Staff will be able to) create a rigorous learning environment by developing a common language and culture throughout the school that will enable 100% of our students to be exposed to higher order thinking and questioning skills as measured by frequency of use in observations conducted which will result in a 3% increase of students scoring at or above proficiency (Level 3 & 4) as measured by the NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and 			

<p>engagement</p> <ul style="list-style-type: none"> • Activities that address the Capacity Framework element of Trust 			
<p>PD opportunities will be offered for teachers on a variety of instructional strategies to promote differentiation of instruction PD opportunities will be offered for teachers on instructional strategies can be used to promote students' higher level thinking, problem solving and research skills in all content areas. PD opportunities will be offered for teachers on Special Ed Strategies. PD opportunities will be offered for teachers on Designing coherent instruction.</p>	<p>APs, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Teachers will implement data driven instruction strategies to improve effective instruction. Content area teachers will focus on developing students skills required on the State Assessments. Teachers will work collaboratively and focus on the targeted concepts determined by an analysis of benchmark exams.</p> <p>Incorporate the following strategies in daily instruction:</p> <ul style="list-style-type: none"> • <u>Hess' Cognitive Rigor Matrix</u> • <u>Webb's Depth of Knowledge</u> • <u>Close Reading Questions</u> • <u>Shallow Common Language</u> • <u>Glossary for Educators</u> 	<p>APs, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> ○ Weekly Readings ○ Technology Tips ○ Support Updates ○ Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	<p>APs, Teachers, Guidance Counselors, Paraprofessionals, Parents & Students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Establishment of Grade Minors</p> <ul style="list-style-type: none"> • 6th Grade Drama • 7th Grade LOTE Spanish • 8th Grade Journalism <p>Increased Regents Classes</p> <ul style="list-style-type: none"> • Establishment of 4 Math Regents classes (802,805,806,810) • Establishment of 4 Science Regents classes (802,805,806,810) 	<p>APs, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>

Part 4 – Resources Needed

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

- HQ and Certified content teachers in each content area
- Updated and “Living” curriculum adapted for our Shallow Community Student Population
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Reorganize scheduling to accommodate electives and increase contact hours in social studies and science content areas.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

- 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 2015, there will be a 1.5 % increase in students scoring at Level 3 & 4 as measured by the January CCLS Aligned Fall Benchmark Assessment.

- Content area Pre & Post Assessments
- Progress reports every 6 weeks
- Monthly Data analysis
- 9 tasks in each content area for a total of 40 assessment points throughout the year
- Increased communication with Staff
- Increased communication with Parents
- Tuesday Parent Outreach Time
- Data embedded observations for the purpose of continuous improvement
- Commitment to a culture of Change
 - Teachers are committed to students and their learning.
 - Teachers know the subjects they teach and how to teach those subjects to students.
 - Teachers are responsible for managing and monitoring student learning.
 - Teachers think systematically about their practice and learn from experience.
 - Teachers are members of learning communities.

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs Assessment

After reviewing the school report card, the progress report and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal determined that the school Strengths to be

- **Superintendents Program**
 - Incoming 6th grade
- **Establishment of Grade Minors**
 - 6th Grade Drama
 - 7th Grade LOTE Spanish
 - 8th Grade Journalism
- **Incorporating The Arts**
 - Inside Broadway
 - Broadway Jr
 - Dancing Classroom
 - VTS: Visual Thinking Strategies
 - Digital Photography

And presented school needs in:

- Reading Strategies
- Group Learning Strategies
- Assessment Strategies
- Variety in Instructional Strategies
- Student Engagement and Motivation strategies
- Differentiated Instruction Strategies

Part 2 – Annual Goal

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

By June 2015, **SWBAT** (Staff will be able to) belong to a cohesive school culture by committing to students and their learning, developing a common support system, that includes school-wide school policy and rules, an enrichment program, and a teacher driven assessment program that will enable 100% of our teachers to properly manage and monitor student learning which will result in a 3% decrease in school-wide incidences as measured by the Incident

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>
To address the learning Teachers will be supported through professional development in order to identify students in grades 6, 7 and 8th grades as students not meeting or being at risk for meeting the standards in content areas based on quarterly updates students that experienced slippage in performance score and level students that experienced stagnation in performance score and level strategies.	Aps, Teachers, Guidance Counselors, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).
To address progress Teachers will implement data driven instruction strategies to improve effective instruction particularly in the area of Questioning, Benchmark analysis, Multiple Entry Points of Instruction, and Effective Use of Vocabulary Instruction Target through inquiry teams to develop and promote school-wide initiatives for effective instruction. Institute Early Morning Program for long term ELL's Use of technology (Smart Boards, Mobile labs and Interactive software).	Aps, Teachers, Guidance Counselors, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).
To address behavior patterns Increase parent involvement and engagement <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> ○ Weekly Readings ○ Technology Tips ○ Support Updates ○ Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	Aps, Teachers, Guidance Counselors, Paraprofessionals, Parents & Students	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).
Building Capacity by Creating <ul style="list-style-type: none"> • Teacher Teams • Student Cohorts • Common Planning Periods 	Aps, Teachers, Guidance Counselors, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher,

<ul style="list-style-type: none"> • Parent Student Outreach • Academic Intervention Services (AIS) • Small Group Instruction (SGI) • Establishment of Grade Minors <ul style="list-style-type: none"> ▪ 6th Grade Drama ▪ 7th Grade LOTE Spanish ▪ 8th Grade Journalism 			Network, and outside consultants (CITE).
---	--	--	--

Part 4 – Resources Needed

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

- HQ and Certified content teachers in each content area
- Updated and “Living” curriculum adapted for our Shallow Community Student Population
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Reorganize scheduling to accommodate electives and increase contact hours in social studies and science content areas.
- Grade Deans. Grade Guidance Counselors and Grade AP’s

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

- 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 2015, there will be a 3% decrease in incidents from last year as measured and compared by the February NYC DOE OORS safety meeting data analysis report.

- Monthly Data analysis
- Increased communication with Staff
- Increased communication with Parents
- Increased communication with Staff
- Tuesday Parent Outreach Time

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs Assessment

After reviewing the school report card, the progress report and conducting a needs survey with teachers, the SLT, AP departmental leaders and Principal determined that the school presented a need in:

- Curriculum Mapping
- Better Understanding of the Observation Process
- Increased communication on school matters
- Autism Training for all Teachers
- Reading Strategies
- Group Learning Strategies
- Assessment Strategies
- Variety in Instructional Strategies
- Student Engagement and Motivation strategies
- Differentiated Instruction Strategies

Part 2 – Annual Goal

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

- By June 2015, **SWBAT** (*Staff will be able to*) demonstrate commitment to students and their learning by having our teachers participate in school based professional development, reflect on their practice and become members of school driven professional learning community which will result in Increased communication on school matters as measured by 100% of staff belonging to an inquiry or collaborative team.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on the use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement.</p>	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Strategies will focus on ensuring that tasks match the academic needs of identified subgroups. School leaders will regularly monitor teacher planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD will be provided for teachers as necessary.</p>	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> ○ Weekly Readings ○ Technology Tips ○ Support Updates ○ Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals, Parents & Students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Monday PD sessions <ul style="list-style-type: none"> ○ Looking at student Work ○ Creating Tasks for Assessments ○ Curriculum Alignment • Incorporate the following strategies in daily instruction: <ul style="list-style-type: none"> ○ <u>Hess' Cognitive Rigor Matrix</u> ○ <u>Webb's Depth of Knowledge</u> ○ <u>Close Reading Questions</u> ○ <u>Shallow Common Language</u> ○ <u>Glossary for Educators</u> • Danielson's Framework • Chancellor's Four Pillars • Curriculum mapping • The Observation Process • Understanding by Design (UBD) • Universal Design for Learning (UBL) • Strategies for ELL's • Inquiry Development 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>

Part 4 – Resources Needed

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

adjustments, etc.

- HQ and Certified content teachers in each content area
- Network Support
- Center for Integrated Teacher Education (CITE)
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Increase in Interactive Whiteboard Technologies

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

- 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 2015, 50% of teachers will belong to a committee PLC or Inquiry with the purpose of supporting student growth & Development.

- Inquiry Meetings
- Monthly Reports
- Progress Reports
- Departmental AP and Grade Feedback
-

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After analyzing student performance trends and findings from the School Quality Review, the school report card, the progress report and conducting a needs survey (Needs Assessments)with teachers, the SLT, AP departmental leaders and Principal determined that the school presented a need in:

- Curriculum Mapping
- Developing collegial trust and understanding
- Better Understanding of the Observation Process
- Increased communication on school matters
- School Based Needs Assessments Surveys
- Structured table of Organization
- Teacher Collaborative Committees
-

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

By June 2015, SWBAT (Supervisors will be able to) conduct need based and targeted professional learning sessions aimed at increasing the use of effective questioning and discussion techniques, resulting in a 25% increase of teachers using close reading strategies and scoring above the previous year’s HEDI rating as measured by the MOTP advance application.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available. Topics of improvement include:</p> <ul style="list-style-type: none"> • Incorporate the following strategies in daily instruction: <ul style="list-style-type: none"> ○ <u>Hess' Cognitive Rigor Matrix</u> ○ <u>Webb's Depth of Knowledge</u> ○ <u>Close Reading Questions</u> ○ <u>Shallow Common Language</u> ○ <u>Glossary for Educators</u> <p>This will be achieved by using the following strategies:</p> <ul style="list-style-type: none"> • Cooperative Learning, • ESL/ELA standards , • Incorporating graphic organizers, • Portfolio assessment, • NYSESLAT , • ESL strategies , • Classroom Management, • Content Based Monthly Tasks • Content Based Curriculum Mapping • Overview of Second Language learning theory • Scaffolding , • Think aloud , • Social Cultural theory , • Addressing the needs of English language Learners with disabilities, • Team teaching strategies, • Vocabulary PD, • Accountable talk, • Text based readings & Close Reading 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<ul style="list-style-type: none"> • Well defined professional activity menu items. <ul style="list-style-type: none"> ○ Peer Mediation structures for teachers and students ○ Save Room ○ Home Rooms with Family group mentality to increase personal knowledge of students ○ Grade School Activity Coordinators to increase unity • School-wide uniform grading policy and discipline contracts • Grade Teams built by Assistant Principal, Guidance Counselor and Dean • Open Door Policy • Grade Cohorts • Academic Intervention Services (AIS) • Small Group Instruction (SGI) • Teacher led Before & Afterschool Clubs based on their interest 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the 	<p>Aps, Teachers, Guidance Counselors,</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED</p>

<ul style="list-style-type: none"> principal containing <ul style="list-style-type: none"> ○ Weekly Readings ○ Technology Tips ○ Support Updates ○ Instructional Resources ● Content Fairs ● Student Performances ● Student Celebrations ● Open House Sessions ● Student / Parent Orientation Sessions 	Paraprofessionals, Parents & Students		IEP teacher, Network, and outside consultants (CITE).
<ul style="list-style-type: none"> ● Establishment of Committees <ul style="list-style-type: none"> ○ PPT ○ Safety ○ Inquiry ○ Grade Teams <ul style="list-style-type: none"> ▪ Common Planning ▪ Teacher Teams ▪ Cohort Teams ▪ Departmental Teams ○ Professional Learning ○ Consultation ○ Paper Reduction ○ Student Government ○ Technology Teams 	Aps, Teachers, Guidance Counselors, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).

Part 4 – Resources Needed

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

- Network Support
- Teacher Teams
- Center for Integrated Teacher Education (CITE)
- Purchase of Computer Aided Curriculum Technologies to supplement instructional objectives
- Increase in Interactive Whiteboard Technologies

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

- 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 2015, as a result of the targeted need based professional learning sessions to improve practice, there will be a 10% increase in teachers using effective questioning techniques.

- Surveys to continuously monitor needs
- Continuous Data Analysis
- Observations conducted by Content AP, Grade AP and Principal
- Departmental Feedback & Grade Feedback
- Network Feedback
-

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After analyzing student performance trends and findings from the School Quality Review, the school report card, the progress report and conducting a needs survey (Needs Assessments)with teachers, the SLT, AP departmental leaders and Principal determined that the school presented a need in:

- After school classes for Parents
- Workshops for parents based on specific needs of their children
- Autism Training and seminars for Parents
- Learning Environment survey
- Communication
 - Tuesday Outreach
 - SLT
 - PTA Meetings
 - School Messenger
 - Casenex / Datacation
 - Skedula
 - Parent Coordinator
 - Open Door Policy
 - Structured Communication Organization
- Content Fairs
- Student Performances
- Student Celebrations
- Open House Sessions
- Student / Parent Orientation Sessions

•
Strengths & Needs

Part 2 – Annual Goal

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

By June 2015, **SWBAT** (School Community will be able to) increase parental contact modalities by 100% and parental involvement by 3% by offering, welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations throughout the school year which will result in a 3% increase in parent satisfaction in the areas of instructional core, systems of improvement and school culture as compared to the **NYC School Survey of 2013-14**

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>
<p>To ensure that teachers are committed to all students, including SWD and ELL's and their learning, weekly outreach will be embedded into Tuesday parent meetings so that teacher cohorts may share with parents and their children their subject area highlights.</p>	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Afterschool clubs have been established based on all students, including SWD and ELL's student interests & needs that are continued with the school based community based organization NIA.</p> <p>All students, including SWD and ELL's Programs include</p> <ul style="list-style-type: none"> • NIA Program • PTA • SLT • Parent Coordinator • ESL Classes for Parents • Open Houses • Weekly Meetings • Monthly Calendar • Informational Services on Health Needs 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>
<p>Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Skedula implementation • by developing a monthly newsletter from the principal containing <ul style="list-style-type: none"> ○ Weekly Readings ○ Technology Tips ○ Support Updates ○ Instructional Resources • Content Fairs • Student Performances • Student Celebrations • Open House Sessions • Student / Parent Orientation Sessions 	<p>Aps, Teachers, Guidance Counselors, Paraprofessionals, Parents & Students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).</p>

<ul style="list-style-type: none"> • Parent Seminars • Parent Workshops • Classes on Skedula use for parents and students • Tuesday Parent Outreach Time • Increased communication with Staff • Increased communication with Parents • Tuesday Parent Outreach Time • Instructional Resources 	Aps, Teachers, Guidance Counselors, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principals, ESL Coordinator, SPED IEP teacher, Network, and outside consultants (CITE).
---	---	--------------------------	--

Part 4 – Resources Needed

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

- NIA Program
- PTA
- SLT
- Parent Coordinator
- Inquiry Teams
- Cohort Teaching Teams

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		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:

- 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 2015, there will be a 2 % increase in parent satisfaction in the areas of instructional core, systems of improvement and school culture as compared to the NYC School Survey of 2013-14 as measured by a Mid Year School Sponsored Parent Teacher Community Survey.
- Mid Year School Sponsored Parent Teacher Community Survey
 - Parent Feedback
 - Student Feedback
 - Shallow Community Feedback
 - NIA Feedback
 - Continuing Data Mining & Analysis

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

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

Section 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)	Data analysis based on various ATS reports, teacher recommendation and parent requests.	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' reading ability.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in all content areas. • To remediate specific deficiencies in reading, writing, listening, and speaking • To enable students to successfully meet the State standards • To enable students to develop effective strategies 	<p>Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs or program will consist of:</p> <p>Developing the following skills</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Finding word meaning in context • Drawing conclusions and making inferences • Distinguishing fact from opinion • Identifying author's purpose • Interpreting figurative language <ul style="list-style-type: none"> • Summarizing • Finding main idea • Recalling facts and details • Understanding sequence • Recognizing cause and effect • Comparing and contrasting • Making predictions 	<p>During the School Day</p> <p>During After school activity clubs.</p>

		for planning, monitoring, responding to, reflecting on, and ultimately develop College Ready skills.		
Mathematics	Data analysis based on various ATS reports, teacher recommendation and parent requests	<p>We will Use NY Content Reading Collection by Continental developed for NYS Schools</p> <p>AIS math specialist teachers will provide extra support to identified students.</p> <p>Our program will offer Multiple Entry Modalities with scaffold based instruction to improve students' concept, computation and problem solving.</p> <p>Goals</p> <ul style="list-style-type: none"> • To strengthen basic skills necessary for successful functioning in math. • Basic computation • Writing in math <ul style="list-style-type: none"> • Short response • Strategies and Skill selection based on common core learning standards • To enable 	<p>Through research-based instructional methods that address individual learners and collaboration between teachers and Academic Intervention Specialist to differentiate lessons, activities, and assessments to meet the students' needs our program will consist of:</p> <p>We will Use NY Content Reading Collection by Continental & Impact Mathematics developed for NYS Schools.</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Reword directions or questions • Have students paraphrase directions and questions • Build on students' prior knowledge • Make connections across curricular topics • Move from concrete to representational to abstract • Use multiple representations • Offer manipulatives • Use visual charts • Offer alternative ways for students to show what they know • Provide varied, hands-on learning opportunities • Problem solving 	<p>During the School Day</p> <p>During After school activity clubs.</p>

		<p>students to successfully meet the State standards</p> <ul style="list-style-type: none"> • To enable students to develop effective strategies for planning, monitoring, responding to, reflecting on, and ultimately develop College Ready skills. 		
Science				
Social Studies				
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Holds over students automatically receive AIS services in ELA and Math.</p>	<p>SETSS</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Provide additional examples • Use graphic organizers • Reword directions or questions • Build on students' prior knowledge • Make connections across curricular topics • Learn how to interpret tables, graphs, and other visual charts 	<p>Small Group</p>	<p>During the school day.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The federal definition of a highly qualified teacher is one who meets the following three criteria:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has earned at least a bachelor's degree. <input checked="" type="checkbox"/> Holds full state certification. <input checked="" type="checkbox"/> Has demonstrated subject matter knowledge and teaching skill in each core academic subject assigned to teach. <p>Recruitment Strategies/Activities:</p> <ul style="list-style-type: none"> • Principal electronically saves resumes received sent by interested teachers who appear highly qualified on paper that may be suitable match for the Shallow Community. • Principal attends hiring fairs as necessary to identify and recruit highly-qualified teachers for ELA and math. • Principal also visits NYCDOE "Teacher Finder" website to locate highly qualified teachers. <p>Retention Strategies/Activities:</p> <ul style="list-style-type: none"> • Letters of commendation will be written for file to recognize teachers for praiseworthy actions. • Support will be given through professional development and colleagues to ensure a collaborative teaching/learning environment for teachers. • Teachers will be supported by administration through monthly faculty meetings, departmental and academy meetings. <p>Assignment Strategies/Activities:</p> <ul style="list-style-type: none"> • Assignments will be made considering the best interest of the students. • Teachers will be given preference sheets in the spring to indicate preferred assignments. • The various funding allocations will be utilized to assign teachers appropriately. <p>High quality Support/Professional Development Strategies/Activities:</p> <ul style="list-style-type: none"> • Teachers will be asked to take an on-line survey to indicate professional development needs in the beginning and middle of the school year. • Staff members will participate in professional development conducted by the CFN network on and off

site.

- Teachers will be asked to turn-key information after they have participated in professional development workshops where appropriate.

JHS 227 has a Special Education IEP teacher on staff.

- The coordinator conferences, mentors, models, and does collaborative teaching with teachers.
- Holds weekly focus group meetings on various topics such as running records, conferences and looking at data.
- Attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- Participates in curriculum planning and development, data analysis and coordinates interim testing.
- Assist in the mentoring and monitoring of new teachers.
- Provide ongoing teacher development seminars and model best practices and strategies for students with disabilities
- The coach will provide ongoing teacher development seminars and model best practices

JHS 227 has a English as a Second Language Coordinator on staff

- The coordinator conferences, mentors, models, and does collaborative teaching with teachers.
- Holds weekly focus group meetings on various topics such as running records, conferences and looking at data.
- Attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- Participates in curriculum planning and development, data analysis and coordinates interim testing.
- Assist in the mentoring and monitoring of new teachers.
- Provide ongoing teacher development seminars and model best practices and strategies for students with disabilities
- The coach will provide ongoing teacher development seminars and model best practices

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).

The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on the use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement. Strategies will focus on ensuring that tasks match the academic needs of identified subgroups. School leaders will regularly monitor teacher planning and instructional practice in the classroom with the use of Danielson's Framework to ensure that differentiated activities are in place throughout the school. Ongoing PD will be provided for teachers as necessary, The following topics have already been scheduled based on a survey to identify teacher's needs.

Teachers will implement data driven instruction strategies to improve effective instruction particularly in the area of Questioning, Benchmark analysis, Multiple Entry Points of Instruction, and Effective Use of Vocabulary Instruction Target through inquiry teams to develop and promote school-wide initiatives for effective instruction. Institute Early Morning Program for long term ELL's Use of technology (Smart Boards, Mobile labs and Interactive software).

Professional Development

- Monday PD sessions
 - Looking at student Work
 - Creating Tasks for Assessments
 - Curriculum Alignment

- Incorporate the following strategies in daily instruction:
- [Hess' Cognitive Rigor Matrix](#)
- [Webb's Depth of Knowledge](#)
- [Close Reading Questions](#)
- [Shallow Common Language](#)
- [Glossary for Educators](#)
- Danielson's Framework
- Chancellor's Four Pillars
- Curriculum mapping
- The Observation Process
- Understanding by Design (UBD)
- Universal Design for Learning (UBL)
- Strategies for ELL's
- Inquiry Development

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.).

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Through collaboration amongst grade teams, committees will be formed to ensure

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.

- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.
- Establishment of Committees
 - PPT
 - Inquiry
 - Grade Teams
 - Common Planning
 - Teacher Teams
 - Cohort Teams
 - Grade Teams
 - Departmental Teams
 - Professional Learning
 - Technology Teams
- Content area Pre & Post Assessments
- Progress reports every 6 weeks
- Monthly Data analysis
- Unit tests and midterms will be developed to further assess students and monitor progress.
- 9 tasks in each content area for a total of 40 assessment points throughout the year
- Progress will be monitored and AIS services will be offered to those students scoring below school set expectations.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1,094,005.00	x	15, 18, 21, 24, 26, 27,28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	50,408.00	x	28
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	6,614,474.00	x	15, 18, 21, 24, 26, 27, 28

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP). Edward B. Shallow 20K227

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. Edward B. Shallow 20K227, 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. Edward B. Shallow 20K227 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

Edward B. Shallow 20K227, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Edward B Shallow	DBN: 20K227
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
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: 10
 # of certified ESL/Bilingual teachers: 5
 # of content area teachers: 5

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:

Rationale

After reviewing the school report card, the progress report and conducting a needs survey with teachers, the SLT, teacher departmental leaders and assistant principal determined that the breakdown of the school was

SubGroups

	6	%	7	%	8	%	Total
B	45	30%	39	26%	68	45%	152
I	18	26%	15	22%	35	51%	68
A	50	33%	64	42%	37	25%	151
TOTAL	113	30%	118	32%	140	38%	371

Further Analysis revealed that advancement was most seen in the incoming 6th grade as follows

Grade	Beg to Int	Int To Adv	Adv To Prof	Beg to Adv	Int to Prof
6	9	12	17	4	2
7	6	21	30	1	-
8	17	5	13	-	1

Students advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;

Part B: Direct Instruction Supplemental Program Information

44 in the 6th grade

58 in the 7th grade

36 in the 8th grade

Schedule & Duration

Mondays through Thursdays

7:00 a.m. - 8:00 a.m. (free breakfast will be provided)

One class (Up to 20 students)

Two Service Providers with Current ESL / Content Certification

Before School: 2 ESL teachers/ 25 weeks/ 4 days a week/ \$51.51 = \$10,300

Wednesdays & Thursdays

2:30 p.m. - 3:30 p.m. (snacks will be provided)

4 classes

8 Service providers with Current ESL/Special ed/ Content certification

After-School: 8 ESL/Content teachers/ 25 weeks/ 2 days a week/ \$51.51 = \$20,600

In addition, if needed the school will commit to use other funding sources as needed to supplement the cost of the Title III program

Language of Instruction will be ENGLISH

Depending on student enrollment, groups will have a maximum of 8-10 students per class with Certified Content Teachers and / or ESL teachers. We will use the Team-Teaching model whereby an ESL teacher will always be teamed with a content area teacher. In-so doing you can have 20 students with two teachers for a total of 5 classes.

Materials

The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies. The program will use features like graphic organizers, computer based systems, mobile labs to increase the modalities of instruction and Multiple Entry points, which allow ELLs to understand the material at their own level.

Part B: Direct Instruction Supplemental Program Information

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students.

Math - As with science & social studies instruction, ELLs follow the same pacing calendar as the E.P. students.

Conversation Enrichment

Using Video based programs

Using Music for comprehension enrichment

Using Co-Teaching models to facilitate experience

Targeted Grammar Practice

Developing Vocabulary

Reading Enrichment with computer based program "MyOn" and "languageNut"

Writing Responses In Content

Practicing Listening & Speaking with music and audial programs

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:

Rationale

The school will provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD will be on

Part C: Professional Development

The use of data to drive lesson planning and instruction as well as strategies to increase differentiation and foster achievement.

PD Topics

Strategies will focus on ensuring that tasks match the academic needs of identified subgroups.

Creating Student Centered Goals

SpEd Strategies for ELL supplemental Instruction

Using the Smart-board for ELL Techniques

Looking at Student work

Small Group Instruction

Effective AIS

Data & Accountability

Questioning Techniques & Close Reading Strategies in the ELL classroom

Fundamentals of Language Acquisition

IEP and Special Ed Strategies

Teachers Receiving Training

10 Teachers Total (5 ESL Certified & 5 Content Specialists)

PD will Cover 10 Topics

Duration

10 Different 1 hr sessions throughout the school year

Given by the Following Providers

Part C: Professional Development

Tracy Kinal, ESL Coordinator Tesol Certified

Jennifer Lincoln, AP(IA) Data Specialist, NYS Certified School Building

Wandeling Dargan, AP (IA) Special Education, NYS Certified School Building

It is expected that teachers will gain knowledge in the 8 areas below:

1. Helping Students Understand Tasks
 - Reword directions or questions
 - Have students paraphrase directions and questions
 - Preview vocabulary
 - Have students highlight key information
 - Use consistent and familiar routines

2. Promote Learning In Varied Ways
 - Build on students' prior knowledge
 - Make connections across curricular topics
 - Use multiple representations
 - Use visual charts
 - Provide varied, hands-on learning opportunities

3. Building Student Independence
 - Use "think-alouds" and other metacognitive strategies
 - Teach and model strategies for:
 - o Organization (color-coding)
 - o Self-questioning and self-monitoring
 - o Problem solving

Part C: Professional Development

- o Memory
 - Clarify expectations (use rubrics)
4. Providing Tools for Educational Success and College Readiness
- Provide study guides with key information to reduce copying and note taking
 - Use graphic organizers
 - Provide class/personal word bank with key vocabulary words and visuals
5. Promoting Understanding
- Use cooperative learning
 - Keep class discussions short and focused
 - Provide time-management constructive feedback in the form of Conferencing
 - Use questions, prompts, and hints
 - Create small groups based on targeted skills and student needs
 - Use flexible groups based on student progress
6. Differentiated Instruction
- Adjust level of difficulty while continuing to challenge
 - Break down complex tasks into smaller tasks
 - Adjust amount of time for tasks
 - Create multiple versions of a problem
7. Technology Support
- Use technology to support Multiple Entry Points
 - Use Tech based communication systems

Part C: Professional Development

8. Assessments
- Formative
 - Benchmarks
 - Departmental Exams
 - Portfolio and Anecdotal Records

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:

Parent Outreach Tuesdays

Parents are notified in their home language as to opportunities to come to school and meet with teachers via phone messaging. Teachers invite parents weekly, via phone calls, emails sent through Skedula, to come and discuss issues involving their children. The bilingual staff (Assistant Principal, teachers, paraprofessionals, and guidance counselor) at JHS 227 assists with these conversations.

Skedula E-mail

Teachers email parents regarding student progress through Skedula. Parents are notified in the native language information regarding this program, along with their username and password.

Parent ESL Classes

Parents who are productive citizens, literate and proficient in English are more confident and capable in supporting and participating in educational decisions affecting their children. In our efforts to empower parents to become actively engaged in their child's educational process, the ESL Department offers morning and afternoon Adult ESL classes at our school. These classes will serve as an opportunity to guide parents on how to become increasingly involved in home learning activities by providing opportunities to teach, model and guide their children. Parents attending the Adult ESL Classes receive instruction in ESL, citizenship and basic computer skills.

Parents attend classes for 2 hours, two days out of the week. Classes begin in December 2014 and end in May 2015

Part D: Parental Engagement Activities

Providers

Tracy Kinal, ESL Teacher Tesol Certified

Vaughan Danvers , ESL Teacher Tesol Certified

Translation & Interpretation

Translation & Interpretation Unit

The Translation and Interpretation Unit helps the NYC Department of Education work with families who need help communicating in English.

Translation & Interpretation Unit

45-18 Court Square, Floor 2

Long Island City, NY 11101

Tel (718) 752-7373 - Fax (718) 752-7390

translations@schools.nyc.gov

1. Resources for working with non-English speaking families, including:
 - o A multilingual welcome poster and translated signage
 - o An archive of pre-translated applications, forms, and templates
 - o A language identification guide for school staff and an “I speak...” card
 - o Bilingual glossaries of Department of Education terminology and special education terms and definitions

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	_____	_____

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.
(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		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K227 School Name: Edward B. Shallow

Cluster: 4 Network: 410

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.

Approximately 1/3 of our students are English Language Learners. Indicators that have been used to assess our school's written and oral interpretation needs are through observation of parents that need assistance when registering their child, parental visits for parent conference with teachers, guidance or administrators. Other observations have been noticed during PTA meetings or other events where parents were invited to the school. Also, the school determines the primary language of parents as follows; parents are given the Home Language Identification Survey (HLIS), where they indicate their language preference. Additionally parents receive the Parent's Preferred Language Form. Parents indicate in what language and how they would like to communicate with school. Both forms are filed in students cumulative folders. Additionally, information is recorded in students Emergency Contact Card. In order to meet the needs of the parents we use translated materials (brochures, online videos) provided by the Office of ELLs and services offered by the Translation and interpretation Unit, including document translation and onsite interpretation services. IS 227 is extremely lucky to have a wealth of onsite Bilingual personnel. (Principal, teachers, paraprofessional and guidance counselor) that assist with the communication with the parents. With these procedures and resources we have been able to assess our school's written translation and oral interpretation needs thus ensuring that all parents are provided with appropriate and timely information in a language that they can understand.

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.

Summary of major findings of our school's written and oral interpretation needs indicates that we have over 21 languages represented in our school. Cantonese - 259, Spanish - 253, Mandarin 240, Chinese - 169 and Arabic - 48 being the largest number represented out of the nine primary languages spoken by a student's parent or guardian, as determined by the Department of Education. IS 227 makes every effort to provide oral and written information to these parents as well as parents of lower incident languages. Schools findings were reported to the school community via school Leadership Team, Academy, UFT Consultation, and departmental meetings. DOE

translation and interpretation Unit is utilized to provide written translation to parents as well as the staff members. This internal DOE provider has the capability of accommodating our translation needs for languages as indicated in Part A. Staff members that wish to have written translation, need to submit documents to ESL coordinator at least 2 weeks in advance to ensure a timely return. I pads, and laptops with the appropriate software are used to translate documents that need immediate translation.

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.

DOE translation and interpretation Unit is utilized to provide written translation to parents as well as the staff members. This internal DOE provider has the capability of accommodating our translation needs for languages as indicated in Part A. Staff members that wish to have written translation, need to submit documents to ESL coordinator at least 2 weeks in advance to ensure a timely return. I pads, and laptops with the appropriate software are used to translate documents that need immediate translation.

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

Oral translation is provided to parents by the following. There is one Assistant Principal who is bilingual Spanish certified as well as Ms. Castelo, a guidance counselor. We additionally have on staff many pedagogues that speak Spanish such as Ms. Mendes, paraprofessional and Ms. Santana, Spanish teacher. If bilingual Chinese is required, one of the following bilingual Chinese speaking teachers are called to translate: Ms. Leung, ESL teacher, ESL teacher or Mr. Chiu, Ms. Phung and Ms Zheng bilingual paraprofessionals, If a translator is not available for a particular language, the DOE Translation and Interpretation unit is used. Since the DOE Translation and interpretation Unit does not do on site interpretation, IS 227 uses the services provided by Legal Interpretation services. This agency is contracted to provide translation during parent teacher conferences. Between our in-house providers, DOE internal providers and a contracted vendor we are able to obtain oral interpretation services to meet the needs of the parents who speak the languages as specified in Part A.

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>.

In order to comply with Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services written documents will be translated in the languages indicated in Part A response 2. The Chancellor's letters will be sent home in the translations that are provided to meet the language needs of the family . School written communication will be translated where possible in the indicated languages. A notice is posted in the lobby indicating where information can be obtained in other languages for written documents and/or oral communication. Staff members who receive parents when they visit are informed of contact persons when a parent needs translation and interpretation services. On-going notification that translation services can be provided by the school will be sent to parents at the start of the year, mid year and as necessary.

All parents receive a translated version of The Bill of Parents Rights and Responsibilities. Parent coordinator and ESL coordinator under the supervision of Ms. Vernita Patterson, A.P insured that all signs pertaining to Chancellors Regulation A. 663 are posted, visible and translated. Including but not limited to the "I Speak "card which is posted by the main entrance and main office.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 227
School Name Edward B. Shallow		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Edwin Hernandez	Assistant Principal Ms. Dargan
Coach type here	Coach type here
ESL Teacher Ms. Tracy Kinal	Guidance Counselor Ms. Mary Castelo
Teacher/Subject Area Ms. Natalia Ostrow, Special Ed	Parent type here
Teacher/Subject Area Ms. Elaine Larkin, AIS	Parent Coordinator Ms. Linda Neve
Related Service Provider Ms. Venezia (SETSS)	Other type here
Network Leader(Only if working with the LAP team) TBD	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.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1280	Total number of ELLs	372	ELLs as share of total student population (%)	29.06%
--	-------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							4	4	6					14
Push-In								1	8					9
Total	0	0	0	0	0	0	4	5	14	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	374	Newcomers (ELLs receiving service 0-3 years)	227	ELL Students with Disabilities	57
SIFE	32	ELLs receiving service 4-6 years	100	Long-Term (completed 6+ years)	47

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	227	34	12	100	16	25	47	0	24	374

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	227	34	12	100	16	25	47	0	24	374
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							18	29	26					73
Chinese							80	80	93					253
Russian							0	4	5					9
Bengali							0	0	1					1
Urdu							3	0	3					6
Arabic							6	6	5					17
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian							2	0	2					4
Other							5	1	3					9
TOTAL	0	0	0	0	0	0	115	120	138	0	0	0	0	373

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)							46	41	67					154
Intermediate(I)							18	15	35					68
Advanced (A)							51	64	37					152
Total	0	0	0	0	0	0	115	120	139	0	0	0	0	374

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	71	13	3	0	87
7	68	13	0	0	81
8	72	10	1	0	83
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	30	10	29	11	17	17	2	5	121
7	8	26	10	30	1	22	3	5	105
8	16	46	8	46	1	23	1	6	147
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	11	11		
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	11	11		
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.
The ESL teacher, is responsible for conducting the initial screening, and administering the HLIS AND LABR. They also admister the Spanish LAB is administered to students who have been identified as having Spanish as there language spoken at home. When new students come to register, the ELL Coordinator, a licensed ESL teacher, reviews the Home Language Identification Survey (HLIS) and

conducts the informal oral interview. For languages other than Spanish, the ELL Coordinator utilizes the translation unit or available bilingual staff members. Within ten days, the ELL Coordinator administers the LAB-R, if indicated by the HLIS. Using the information from the Revised LAB/NYSESLAT Eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLST).

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

	Total	6	%	7	%	8	%
Beg	150	24	16	57	38	69	46
Int	94	26	27.66	21	22.34	47	50
Adv	159	67	42.14	47	29.56	45	28.3
Total	403	117	29.03	125	31.02	161	39.95

Grade	Beg to Int	Int To Adv	Adv To Prof
6	5	12	28
7	2	9	12
8	3	9	16

Students advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;

45 in the 6th grade

23 in the 7th grade

28 in the 8th grade

Students making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or

1 with 44 points

1 with 40 points

3 above 30 points

Students scoring at the intermediate level or above on the NYSESLAT for students with one data point.

14 students

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

Based on an data from the above sources the following changes have been implemented in our school wide model

Our Departmentalized English as a Second Language program (ESL) which are full classes are mixed heterogeneous with block homogeneous ESL levels. Students receive ESL/ELA instruction according to their proficiency level on the NYSESLAT. Beginner and Intermediate – 360 minutes of ESL instruction per week; Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Students follow a modified ELA curriculum based on reader's and writer's workshop. There is a strong focus the stages of grammar and stages of word knowledge.

4. For each program, answer the following:

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

a.	Grade	Beg to Int	Int To Adv	Adv To Prof
	6	5	12	28
	7	2	9	12
	8	3	9	16

Students advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;

45 in the 6th grade

23 in the 7th grade

28 in the 8th grade

- Analysis is based on the latest NYSESLAT as the Periodic assessments are not available
- Incoming students in the 6th grade present the greatest improvement in proficiencies but data shows that the largest movement in levels was seen with students advancing towards and achieving advance and proficient levels.
- b. As a result Instruction and professional development across grades and content areas is being provided so as to increase school-wide understanding of strategies and methodologies that would support learning objectives and student achievement
 - c. The Periodic assessment was not offered. JHS 227 will analyze the baseline assessments given to all students in ELA, SS and Science to establish a baseline of comparison with all students and adjust AIS to support student achievement.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
 6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs are programmed in their classes by their language proficiency level from the recent NYSESLAT results in conjunction with the State Math assessment results. This programming style allows for detailed differentiation in the content-area instruction. ESL services are provided homogeneously by proficiency level by grade, in small group instruction.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here: There is no dual language program here; the parent selection forms dictate ESL programs.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Based on identified areas of improvement we have put into place various programs, which are analyzed quarterly for effectiveness and growth. We have established a schedule of intervisitations to share best practices, organized Professional Learning Communities to look at student work and devise interventions that address individual student needs, have introduced school wide monthly formative assessment practice in all content areas, have programmed teacher led peer tutoring, and small group intervention periods as professional activities, in addition to support growth we offer targeted professional development to support instructional expectations. Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly. According to the data from the school report card, the school received an A grade on student progress. Student Progress is measured from 2012 - 2013 to 2013 to 2014 . the students received a score range of 47 out of 60 . English Language Learners showed 54.5% growth in ELA and 51.7% growth in Math.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Shallow Intermediate, IS 227 follows an initial identification process to ensure that students who may possibly be ELLs are properly identified, correctly and timely placed. The ESL Coordinator, along with the pupil accounting secretary ensure the following initial screening process: at time of enrollment, the pupil accounting secretary calls the ESL coordinator. The parent is given the Home Language Identification Survey (HLIS) to determine LAB eligibility. If the Home Language is English, then the process is stopped and the student is placed in the general education program. If the home language is other than English or the student's native language is other than English then student is administered a Language Assessment Battery- Revised (LAB-R). Additionally, IS 227 has bilingual translators onsite to conduct interviews. For Special education students- CSE makes the recommendations for ESL or bilingual services for students with disabilities.

Administering the Language Assessment Battery-Revised (LAB –R)

If the student scores at the proficient level, then the student is not an ELL and enters the general education program. If student scores at the Beginning, Intermediate or Advanced level, student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish LAB. Once it has been determined that a student is an ELL, parent is given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language and Free standing ESL. All of this is done within ten (10) days. Bilingual translator are used to conduct the meetings.

In order to comply with the Parent Choice and Program Selection Forms all ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level by grade. Parents who wish to have bilingual are informed of neighboring schools where such program exists. The school goes through lengthy efforts by checking with OELL, NYC BETACs and placements office for assistance. If programs do not exist parents are informed, that when 15 students in two contiguous grades are reached who may also want bilingual, a bilingual class may be opened if they still want bilingual. Parents are informed of their rights in their native language. We use translated materials (brochures, videos) provided by the Office of ELLs and services offered by the Translation and interpretation Unit, including document translation and onsite interpretation services. IS 227 is extremely lucky to have a wealth of onsite Bilingual personnel (Principal, teachers, paraprofessionals and guidance counselor) that assist with placement .

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
I.S 227 provides ELL parents with information about identification and placement bilingual / ESL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these meetings within the mandated ten (10) days and ongoing basis throughout the year. The ESL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ESL coordinator provides parents with information about curriculum, learning standards, expectations for students, and assessments. All information is conveyed in the same manner as meetings for identification and placement.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL coordinator ensure that parents whose children still qualify for ESL services receive Continued entitlement Letters. This letter is distributed at the beginning of the school year to existing ELLs in the program and to any student that transfers to IS 227. At the same time the NON-Entitlement Letter is distributed to the students that passed the NYSESLAT in the spring. Entitlement letters are sent to parents of newly arrived ELLs in NYC and at IS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services. The ESL coordinator keeps records of students and letters that they have received. All these letters are kept in a binder in the ESL coordinator's office. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either a bilingual teacher, paraprofessional or guidance counselor.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
I.S 227 provides ELL parents with information about identification and placement bilingual / ESL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these meetings within the mandated ten (10) days and ongoing basis throughout the year. The ESL coordinator and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. The ESL coordinator provides parents with information about curriculum, learning standards, expectations for students, and assessments. All information is conveyed in the same manner as meetings for identification and placement.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All students eligible to take the NYSESLAT are scheduled for one-on-one Speaking sub-test with a NYSESLAT-trained teacher, who is not their regular service provider. All students are administered the sub-tests of Listening, Reading, and Writing. All students take each subtest on the same day. Absent students are administered a make-up during the administration window. Test modifications for students with IEPs are provided.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
IS 227 parents choose ESL programs. For the school year 2012-2013, four 6th grade Mandarin-speaking parents chose Bilingual

programs. One Russian-speaking parent chose Bilingual program; one Arabic-speaking parent chose Bilingual; two Spanish-speaking parents chose Bilingual programs. One Portuguese-speaking family of a 7th grader chose Bilingual program. One Chinese-speaking family chose Bilingual; one Cantonese family chose Bilingual. One Mandarin-speaking family of an 8th grader chose a Bilingual Program. Two Urdu-speaking families chose Bilingual programs. One 6th grade Chinese-speaking family chose a Dual language program. One 7th grade Mandarin-speaking family chose a Dual language program. One 8th grade Mandarin-speaking family chose a Dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our Departmentalized English as a Second Language program (ESL) are mixed heterogeneous with block homogeneous ESL levels based on levels of proficiency. Through a pull out model students receive ESL/ELA instruction according to their proficiency level on the NYSESLAT. Beginner and Intermediate – 360 minutes of ESL instruction per week; Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week in a collaborative environment. For other content areas students remain with mixed peers in a blended environment.

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)?

ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level by grade. ESL teachers' schedules are aligned with ELA teachers' schedules to better serve and ensure students that mandated minutes are being served.

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.

Students remain in a blended general education environment for content areas. The ESL component of the mixed class is proficiency based. Students receive instruction in English with a focus on vocabulary. Teachers are trained in ESL methodologies and strategies. In addition PD has been incorporated throughout the year to support the general education content area teachers. All staff members receive professional development with more than the 7.5 hours of ELL required training. Records are maintained by using a sign-in sheet.

Students participate in the ELA, Math and other content areas of instruction with non-ELL students. All ELL students are taught using the Shining Star Program. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a student workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student CD-ROM. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction - The continued implementation of a Balanced Literacy Approach in ELA with a 90-minute literacy block Classroom libraries, academic support personnel in the classroom and the assignment of a full-time literacy coach will further support ELA instruction.

Science instruction - ELL students follow the same pacing calendar as the English Proficient (EP) students. IS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies - As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Students in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grade are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content area teachers receive professional development on how to differentiate for ELLs.

Additionally, pending availability of funds, an F status Title III teacher pushes in to science and social studies classes to provide support and reduce class size.

Math Instruction - Includes the implementation of a 90-minute Math block and daily writing activities using Impact Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on one of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy.

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

While NLA is not part of our parental choice program, the native language is supported throughout the school year with NLA libraries.

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

Schoolwide instruction is based on the four modalities of listening, speaking, reading and writing. A writing and speaking component is embedded in all content areas so as to ensure continuous practice yearlong. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. Students continuing transitional support are grouped in their classrooms for weaknesses as informed from the NYSESLAT test and a class portfolio provides evidence to support ongoing instruction.

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).

Part 154 Extension of Services List allows Long Term ELL's to remain in ESL and allows for extended time as a test modification on all standardized tests. Academic Intervention Services (AIS). A teacher, specifically assigned for this purpose, will instruct Extension of Services students in small groups. AIS teacher will focus on reading and writing strategies as well as test preparation to ensure that Long Term ELLs meet the standards. A teacher who has been assigned to work with "newcomers" provides instruction that helps these students acquaint themselves to American life and orient them to American culture, their new community, and school routines/expectations. Data indicates that the ELL population can significantly benefit from vocabulary instruction. This program will be primarily used with intermediate

and advanced students.

ELLs with IEPs will receive all above services and will be served according to their IEP mandates. Although we do not have a large population of SIFE students, SIFE libraries have been purchased to be used with SIFE students. Professional development on how to better serve this population is also being implemented.

ELLs in US schools less than three years, follow a modified ELA curriculum based on reader's and writer's workshop. There is a strong focus on the stages of grammar and stages of word knowledge. There is a focus on verb tenses and verb forms. Students are early readers and receive a classroom library for their readability level.

ELLs receiving service 4 to 6 years are immersed in a more rigorous reading and writing workshop which is aligned to the English Language Arts Curriculum. There is a focus still on language development and reading and writing. These students are immersed with a rich classroom library and are expected to raise their level of reading and writing volume.

Long Term ELLs received an English Language Arts Curriculum. There is a focus of paired reading and writing partnerships.

ELLs with special needs follow the recommendations on the IEPs and the English Language Arts Curriculum. Students receive small group instruction from the SETSS teacher using a variety of strategies and intervention programs.

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?

Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available.

- Cooperative Learning
- ESL/ELA standards
- Adapting Content Area
- Incorporating graphic organizers
- Portfolio assessment
- NYSESLAT
- ESL strategies
- Classroom Management,
- Content Based Instruction/ Sheltered instruction method
- Overview of Second Language learning theory; BICS, CALP Comprehensible Input
- Scaffolding
- Graphic organizers
- Think aloud
- Social Cultural theory
- Addressing the needs of English language Learners with disabilities
- Team teaching strategies
- Vocabulary PD
- Accountable talk
- Text based readings
- Close Reading

We additionally provide staff members with inter-visitations as well as lunch and learn. Training will also take place during monthly Academy meetings. Additionally the CFN, Asian and Spanish BETACs have provided and will continue to provide professional development to meet the minimum 7.5 hours of ELL training for all staff as per Jose. P.

ELLs attending High School are encouraged to participate in the Summer School

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?

ELLs with special needs follow the recommendations on the IEPs and the English Language Arts Curriculum. Students receive small group instruction from the SETSS teacher using a variety of strategies and intervention programs

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

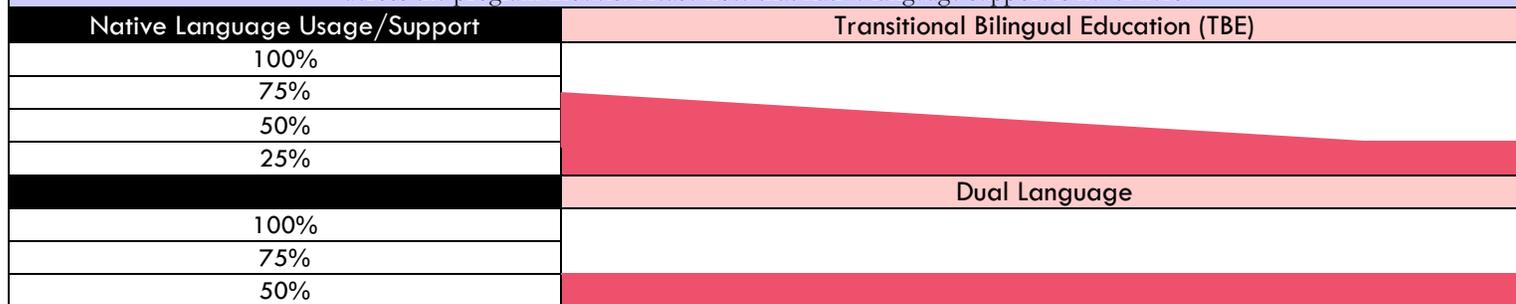
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention for ELL students in the content areas includes instruction using ELL methodologies which practices immersion of vocabulary. Students are immersed in academic vocabulary building. Students also receive reading and writing in their content areas. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening IS 227 continuously uses a data-driven approach to improve student performance. By using item analysis, portfolio assessment, and other indicators we identify and address student weaknesses and target areas for growth on an on-going basis. The Assistant Principal and the ESL coordinator use the RMSR and the RNMR on ATS from the NYSESLAT to program the ELLs according to level. This data is also used by teachers to plan instruction. For those students that do not have a NYSESLAT score the LAB-R score (data) is used. Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy. In order to target the needs of ELL population, IS 227 analyzes and interprets all assessments the labR, ELA tests scores, math scores and NYSESLAT scores and NYSESLAT scores by modalities. We additionally note students' years of ESL service, years in the United States, educational level in their country of origin and any other relevant information that may help teachers get a better snapshot of the student they are working with, (for example: student comes from Mexico, but does not speak Spanish.) In addition to the data gather by the above assessments, teacher's conferencing notes are kept. All the results of the above indicated assessments are essential and used planning and implementing data driven, standards based, differentiated lessons using Tier I and Tier II interventions that are specific to the needs each student. Data is updated monthly for ELL students grades sixth (6) to eight (8).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order to achieve our goal and objectives and to plan for academic language development, we implement the three pillars of literacy learning: reading, writing and word work using the workshop model which addresses all literacy modalities. Students have a range of reading materials with multiple genres at varied proficiency levels. All ELLs have access to classroom libraries with high-interest materials leveled according to proficiency level. Teachers model new reading strategies and students have time for independent work. Students share out their findings. In order to provide total access to the curriculum, teachers use modeling and scaffolding strategies. ELL students are encouraged to enroll in an early morning/after school literacy program. Students will use units of study to increase their academic vocabulary. In addition extended time is used to enhance and develop the critical skills as emphasized on the NYS ELA exam. ELL's that have reached proficiency on the NYSESLAT continue to receive AIS services as well as all testing accommodations on State test exams for two years.
11. What new programs or improvements will be considered for the upcoming school year?
- ExC-ELL Strategies and Methodologies, Brain Pop for ELL's, Discovery Education, Smart Science and other computer based technologies.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 will be eliminated. After a careful analysis of student progress vs cost, IS227 determined it was no longer a cost effective program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs are available to all students on the school register.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smart-board and Smart-board technologies, Computer based programs, Ipad and touch screen technologies, Learning Apps
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our school has ESL language programs, resulting from the choices of the parents. We have extensive native Language lending libraries, both in the school library and also the ESL Coordinator's office. The libraries are available to all students, those receiving ESL services and those students who have tested proficient in English. There are titles available in Chinese, Spanish, and Arabic.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Materials used in instruction in ESL services, along with content areas materials, are designed for middle school aged students. Lending library selections are age-appropriate, current choices. Also included are content-specific resources, aligned with subject-

area material. Such materials are available to all students and teachers.

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.

Paste response to question here:

Newly enrolled ELL students receive special services to assist them in transitioning into their new academic environment. All ELLs are invited to participate in the after-school program, NIA (Neighborhood Improvement Association). It is a program which provides support academically, socially, and culturally. ELLs are also involved in the NDA (Neighborhood Development Area) program. This program provides tutoring support for students in ELA and Math.

18. What language electives are offered to ELLs?

Spanish is offered to students in the 8th grade who demonstrate a proficiency in the language.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: N/A

C. Professional Development and Support for School Staff

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

1. ELL personnel receive professional development from the ESL coordinator. Additional support is provided from our network support ESL Coordinator. ELL teachers also receive professional content offered school-wide from the Center for Integrated Teacher Education (CITE).

2. Support from the CITE program is offered in the areas of Rubicon Atlas

Artifacts

Danielson Framework

CMP3

CodeX

Smartboard

Entry Points (Differentiation)

Coherent Instruction and Design

Discussion Techniques

Close Reading

Questioning

Fundamentals of language acquisition

ELL content strategies

Sheltered Instruction Observation Protocol

Special Ed Strategies

Designing Coherent Instruction

The Network 410 seminar on ELL best practices "Common Core for the not so common learner" and Common Core Standards for Math and ELA

3. Students receive an orientation before the beginning school year. Eighth graders receive information about high schools. The guidance support group prepares a Career Day for the students when they are in the eighth grade.

4. . All staff member receive professional development with more than the 7.5 hours of ELL required training. Records are maintained by using a sign in sheet.

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?

Paste response to questions here:

1. Parents are invited to our annual Open House. Parents are also invited to have orientation when they first enter the school building. Parents are invited to an annual shows during the school year. In addition various seminars are offered by the PTA and parent coordinator throughout the year. Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school. The Parent Coordinator plays a vital role in the facilitation of outreach to the parent community via surveys and phone calls. The PC continues to offer the following opportunities for parental involvement at IS 227: Family Outings, Family Movie Night, and Parent workshops Principal Partnership Workshops, ESL Parent Orientation Workshops, are offered thorough the year in the language parents understand. Translators are available for these meetings and all school written communication are translated as well

2. Partnerships include: A community Liason for translation, Chinese Planning Council, NIA. Spanish and Asian BETACs. The BETACs provides technical assistance at no charge to our school, for our staff as well as for parents. We have students volunteers from neighboring collegues that come and traslate for our parents and teachers 3 times a week..

3. An annual Parent survey is used and communication with the Parent Coordinator.

4. Parents are debriefed during Open House about curriculum and other programs at the school.

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: <u>Edward B. Shallow</u>		School DBN: <u>20k227</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ed Hernandez	Principal		11/13/13
Ms. Vernita Patterson	Assistant Principal		11/13/13
Ms. Linda Neve	Parent Coordinator		11/13/13
Ms. Tracy Kinal	ESL Teacher		11/13/13
	Parent		1/1/01
Ms. Natalia Ostrow/SpEd	Teacher/Subject Area		11/13/13
Ms. Venezia (SETTS)	Teacher/Subject Area		11/13/13
	Coach		1/1/01
	Coach		1/1/01
Ms. Mary Castello	Guidance Counselor		11/13/13
TBA	Network Leader		1/1/01
Ms. Elaine Larkin, AIS	Other <u>Teacher</u>		11/13/13
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
--	-------------	--	--------