

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: MIDDLE SCHOOL 246 - WALT WHITMAN

DBN (i.e. 01M001): 17K246

Principal: MR. BENTLY WARRINGTON

Principal Email: BWARRIN@SCHOOLS.NYC.GOV

Superintendent: MR. CLARENCE ELLIS, I.A.

Network Leader: MR. MATTHEW MELLCHIORRE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Bently Warrington	*Principal or Designee	
Calvin Peter	*UFT Chapter Leader or Designee	
-Mr. Butters -Antoinette Rankine	*PA/PTA President or Designated Co-President	
Camille Orta	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie March	Member/ Teacher	
Najah Gall	Member/ Teacher	
Nickesha Lyle	Member/ Teacher	
Laura Gumbs	Member/ Parent	
Rockynson Labastille	Member/ Parent	
Janet Lloyd	Member/ Parent	
Patricia Stimphile	Member/ Parent	
Andrea Gordon	Member/ Teacher	
John Wilson	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase academic proficiency school wide in all subject areas:

By June 2015, there will be a 5% increase in proficiency of all students as measured by multiple assessment sources, including the New York State English Language Arts and Math test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The NYS Report card data indicates a need for all students to show improvement in performance on the ELA, Science and Math State assessment. The data also indicates that 4% of students are performing at proficiency level 3 or 4 for the period 2013-2014. The data also indicates a need for ELLs to show improvement in performance on the NYSESLAT and the NY State assessment. ELLs and SWDs still have not met the rigors of the ELA, Science and Math exam.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers teams and school leaders will continue to implement Research-based curriculum (Expeditionary Learning and CMP-3) aligned to CCLS and will continue to use the Danielson Framework to plan and implement coherent instruction aligned to the CCLS.
2. School leaders and Teachers will utilize protocols to analyze students' work products and assessments, monitor progress in greater detail in an effort to identify trends and patterns to inform instruction.
3. School leaders will provide additional support to students including ELLs and SWDs through Tiered Intervention (Word Generation, Just Words, Wilson, Ten Marks, Carnegie Learning, MyON, R.I.G.O.R.).
4. Professional learning will be provided for all teachers to ensure high engagement in learning activities, rigorous instruction, and differentiated strategies to meet students at their entry levels
5. Teachers and Administrators will analyze scholarship data.

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

1. Principals, Assistant Principals, and Teachers.
2. Principals, Assistant Principals, Teachers, Ambassadors, TDC, TTL, and Network personnel. Professional Resources: The Tuning Protocol, Schoolnet, Skedula.
3. Principals, Assistant Principals, and Teachers, Network Personnel
4. Principals, Assistant Principals, and Teachers, Ambassadors, TDC, TTL and Network personnel
5. Data Specialist, Teachers, School Leaders, and Administrators

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

1. The target used to evaluate progress are supervisor ratings that are calibrated according to the Danielson Rubric by at least one proficiency level.
2. The targets used to evaluate progress are students' performance on mid and end unit assessments, DRP, MOSL and performance based tasks.
3. Targets used to evaluate progress of students on performance on mid and end unit assessments, DRP, MOSL and performance based tasks and supervisor ratings that are calibrated according to the Danielson Rubric by at least one proficiency level.
4. Professional Learning will result in improved teacher practice in Domain 3 of the Danielson Framework by June 2015.

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

1. September 2014 – June 2015
2. October 2014 - June 2015 (ongoing)
3. October 2014 – June 2015 (ongoing)
4. August 2014 – June 2015 (ongoing)
5. November 2014, January 2015, April 2015, June 2015

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

1. Teacher Team Meetings – once per week
2. Teacher teams and Professional Learning Communities will meet and utilize the Tuning Protocol to analyze students work in an effort to, monitor progress in greater detail in an effort to identify trends and patterns to inform instruction.
3. Additional support will be provided throughout the school day via whole class and small group instruction.
4. Ongoing professional development is provided by Administrators, Network, Teacher Development Coach (TDC), Teacher Team Leader (TTL) and Peer Instructional Coaches (PICs) during: Teacher Team meetings, coaching sessions with Demonstration Teachers and optional teachers twice per week; Peer Instructional Coaches meet with Teacher Team Leader twice per month for Professional Development; TDC provides I coaching sessions for select groups of Teachers, optional coaching sessions during Lunch And Learns held once per month, Weekly Professional Learning, inter-visitation schedules for targeted support as needed. Professional Development can be both Internal and External.
5. Formal & summative assessments, Skedula, STARS classrooms.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct multiple parent workshops to expose parents to the curriculum that provide materials and training to help build parents' capacity to help their children at home to improve their achievement level in all content areas.
- Parents will be given access to the MyON program, TenMark, Carnegie Learning, Discovery Learning, Fast ForWord, SKEDULA in order to extend reading and monitor progress
- Provide translation services for parents
- Six week Progress Reports

Budget and Resource Alignment

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

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

Conceptually Consolidated

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher efficiency school wide :

By June 2015 100% of teachers will show improvement in teacher effectiveness as measured by the Danielson Rubric for M.O.T.P., observations, and M.O.S.L .

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the feedback from our 2014 -2015 Quality Review, our classroom observations, analysis of lesson plans, student assessment data and student achievement data, we identified the need to develop teacher pedagogy to foster a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching (aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products).

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

Develop Instructional Strategies and Activities:

1. Proficiency in implementation of differentiation of instruction.
2. Rigor in classrooms.
3. Increased integration of CCLS shifts
4. Increase level of student engagement
5. Implementation of well developed questioning techniques that encourage critical thinking skills
6. More comprehensive approach to lesson delivery'
7. Review of shifts, assessments, UDL, CCSS, Bloom's Taxonomy, Webb, D.O.K., etc...
8. Rubrics
9. Shared best practices
10. Teacher teams analysis of student work and data, teacher teams engagement in inquiry practices

Frequent Cycles of Observation and Feedback:

1. Increase teacher effectiveness to ensure adaptations of competencies covered in workshops-inspect what you expect.
2. Ensure incorporation of best practices recommended in observation report
3. Improve delivery of instruction
4. Increase rigor in instruction

One to One meetings:

1. Review lesson plans and provide feedback
2. Provide effective feedback to staff, students, parents
3. Discuss more comprehensive approach to lesson delivery
4. Data impact on instruction

Mentoring:

1. Increase knowledge
2. Provide support and affect change
3. Improved instructional strategies
4. Improved work products

Parent Involvement:

1. Provide materials and training to help parents improve their achievement (e.g. in all subject areas and use of technology)
2. Provide assistance to parents to understand city, state, federal standards and assessments.
3. Provide multiple methods of contacting parents (e.g. phone calls, newsletters, flyers, Skedula, home visits, etc.)
4. Provide materials and contacts in their preferred language.

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

1. Time to meet.
2. Collection of data
3. Data analysis experts
4. Danielson Rubric for observation and feedback
5. Evidence tools
6. Mentors
7. Coaching Tools (TDC, TTL, PIC, DT)
8. Technology
9. School Leaders and teachers

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

1. Improvement in curriculum, instruction and assessment
2. Improvement In teacher effectiveness rating
3. Improvement in M.O.T.P. and M.O.S.L.

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

1. September 2014– June 2015(ongoing)

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

1. Time for Teacher Team Meeting
2. PLC's
3. Tuesday- Parent Outreach
4. Translation/Interpretation Services

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Technology training
- Parent Workshops
- Translation/ Interpretation services

Budget and Resource Alignment

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

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

Conceptually Consolidated

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To raise the rigor of instruction school wide:

By June 2015 100% of teachers will demonstrate raised rigor in instruction as measured by analysis of student work, tasks, classroom observations, questioning and student engagement.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the feedback from our 2014 -2015 Quality Review, our classroom observations, analysis of lesson plans, student assessment data and student achievement data, we identified the need to develop teacher pedagogy in an effort to increase student engagement and involve students in more rigorous and coherent curricula in all subjects (accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards).

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Develop unit plans fully aligned to the CCLS
2. Provide effective feedback to students and parents
3. Use of rubrics
4. Review of Bloom's Taxonomy and D.O.K.
5. Provide support of students
6. Review lesson plans and provide feedback
7. Develop school wide understanding and definition of rigor

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

1. School Leaders
2. Teachers
3. Teacher Leaders (Ambassadors, PIC, DT)

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

1. Curriculum , lesson delivery, High Level Rubrics aligned to CCLS
2. Interim Assessments, Progress Reports, Skedula
3. With support from the Network team and Talent Coach, Principal and Assistant Principal engage in PLC focused on UDL
4. IEP Analysis tools, assess and adjust Tiered Intervention groups
5. Effectiveness seen in walk thru and formal/informal observations
6. Rubric for Rigor

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

5. September 2014 to June 2015 (ongoing)
6. Progress Reports (six to eight weeks)
7. D.O.K. review (as needed)
8. Student Supports (September to June –ongoing)
9. Jan 2015 – Agreed upon school wide definition of Rigor

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

1. Time for teacher to meet

2. Tuesday- Parent Outreach, Repot Cards, Skedula
3. Teacher teams & PLC
4. Time for small group instruction during school and afterschool

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Technology training
- Parent Workshops
- Translation/ Interpretation services

Budget and Resource Alignment

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

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

Conceptually Consolidated

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

6. Strategies/activities that encompass the needs of identified subgroups

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

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

1.

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

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

1.)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

- 5. Strategies/activities that encompass the needs of identified subgroups**
- 6.
- 6. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 8. Timeline for implementation and completion including start and end dates**
- 1.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Programs are research and standards based, web and/or text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring for all students including ELLs and SWDs.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. MyPACE 2. MyON, 3. SpringBoard 4. R.I.G.O.R 5. Tiered Intervention Period - (Just Words, Reciprocal Teaching, Word Generation, Word Works, Fast ForWord) 6. Close reading of Text to cite textual evidence 	<ol style="list-style-type: none"> 1.tutoring 2. Independent Computer based reading practice 3.Tier 2 intervention for SWD 4.Small group 5. Small group 6. Small group 7. Independent computer based practice. 8. Whole class and small group 	<ol style="list-style-type: none"> 1.Afterschool 2.During the school day 3.During the school day 4. During the school day 5.During the school day 6. During the school day 7. During the school day 8. During the school day
Mathematics	<p>Programs are research and standards based, web and text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring for all students including ELLs and SWDs.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. My PACE 2. Tiered Intervention Period (Math XL, Sumdog, Khan Academy, Carnegie Learning, Ten Marks) 3. Kaplan Advantage & Barron's(Integrated Algebra) 	<ol style="list-style-type: none"> 1.Tutoring 2. Small group 3. After School 4. Independent computer based practice 4. Regents Preparation 	<ol style="list-style-type: none"> 1. Afterschool 2. During the school day 3. Afterschool (Saturday) 4. During the school day 5. During the school day

	4. Medgar Evers Pipeline Program		
Science	<p>Programs are research and standards based, web and text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring for all students including ELLs and SWDs.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Science Regents 2. Khan Academy 3. Close reading of text to cite textual evidence 4. MyOn 5. Discovery Learning 6. Medgar Evers Pipeline Program 	<ol style="list-style-type: none"> 1. Tutoring 2. Independent computer based practice 3. Whole class and small group 4. Independent computer based practice 5. Enrichment 6. Regents Preparation 	<ol style="list-style-type: none"> 1. Afterschool (Saturday) 2. During the school day 3. During the school day 4. During the school day
Social Studies	<p>Units based on Social Studies standards; Performance Tasks based on Common Core Standards with focus on writing of explanatory and argumentative essays; Holt McDougal "Eastern Hemisphere" – Grade 6</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Close reading of a text to cite textual evidence. 2. MyOn 	<ol style="list-style-type: none"> 1. Whole class and small group 2. Independent based computer based practice 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, and other community based therapists etc.)</p>	<p>Small Group or individual Counseling, evaluation, mediation, consultation, and Transition</p>	<p>During the school day</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Walt Whitman will utilize the following strategies to attract highly qualified teachers and to ensure that current staff becomes highly qualified. (1) Formulate a recruitment team to coordinate efforts to attract highly qualified staff. (2) Increase the efficiency of the highly qualified teachers already on staff through training and professional learning. (3) 10% of Title I funding will be utilized to provide differentiated professional learning for current staff to become highly qualified, where needed. (4) Utilize the teacher recruitment manager of NYC DOE to assist in selecting recruits in selecting high quality teachers.

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 maintains a collegial protocol for professional learning. In order for teachers to understand the work associated with the Common Core Learning Standards and the alignment of the standards to the school's plans for instruction and improvement, as well as the Citywide Instructional Expectations for 2014 -2015, emphasis is placed on teachers' effective use of the Danielson Framework. Teachers receive administrative support, through feedback by administrators. Additional instructional support is provided through PDs from the Teacher Development Coach (TDC) and Teacher Team Leader (TTL), Peer Instructional Coaches (PICs), Demonstration Teachers (DT), and Ambassadors. Additionally, each teacher has a PD360 account to access continuous assistance when needed. New teachers are assigned a mentor and have scheduled meeting time. They receive continuous feedback and an open door policy is maintained. Teachers receive additional support through Network, Cluster, and external institutional professional learning. Walt Whitman is a participant in the NYC incentive program to retain qualified teachers in Math and Science.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students who are designated STH are provided with uniforms and school supplies purchased by the school as needed

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

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.
School leaders will provide training for all Teachers on the SNAP and Tuning Protocols. As part of our inquiry process, school leaders and teachers will utilize these protocol to analyze students' work products and assessments, monitor progress in greater detail in an effort to identify trends and patterns in order to modify and drive instruction. Inquiry teams will meet regularly.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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, our school will:

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

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

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

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



Walt Whitman, Middle School 246



Region 6 • Department of Education City of New York

72 Veronica Place • Brooklyn, New York 11226

Phone: 718-282-5230 • Fax: 718-284-6429 • E-mail: 17K246@schools.nyc.gov

Clarence Ellis, I.A.
Superintendent

Bently Warrington
Principal

Kenroy Johnson Arlene Burnett

Assistant Principals

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

DBN: 17K246

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$455,814.81	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$12,360.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,636,526.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: Walt Whitman MS 246	DBN: 17K246
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

Our Walt Whitman My Personal Academic and Career Enhancement (My PACE) after-school program will provide support with intensive literacy instruction that is embedded within the context and content of non-fiction texts. The instructional focus is on improving the English proficiency and academic achievement of English language learners at our school. The priority in using the Title III funds is to improve learning in the subject areas of English Language Arts and Mathematics. The program serves a total of 60 English Language Learners of all proficiency levels. An analysis of student data from NYSITILL, NYSESLAT, DRP, and NYS English Language Arts and Math assessments, shows that the ELL sub-group continues to struggle with the academic content and is not on track to meet yearly targets.

Consequently, additional support is needed in the four modalities; reading, writing, listening, and speaking, along with problem solving skills in order to be able to meet their academic needs and promote growth toward proficiency.

Through the My PACE program, research-based strategies will be utilized to provide the ELLs with additional support in the areas of: language development, vocabulary acquisition (BICs and CALPs), reading comprehension, and problem solving skills. Instruction will be provided based on academic need and students' English proficiency level. Student progress will be monitored via on-going assessments that are built into the instruction.

The MyPACE program will run for approximately 27 weeks; from October 8, 2014 through May 28, 2015. MyPACE is in session two days per week (Wednesday and Thursday) from 3:00PM to 5:00PM. During the two hour session, all ELLs receive instruction that includes support from the ESL teachers. New comer ELLs (less than one year in the country) receive two hours of ESL instruction only with native language support. All other ELL students (proficiency levels B/I/A) receive math instruction for one hour and ELA/ESL instruction for the second hour. Both content area teachers will use ESL methodologies (i.e. QTEL strategies) to scaffold instruction for the ELL students, and ESL teachers support ELA instruction during the second hour.

There are 2 certified ESL teachers, 1 Special Education teacher/ELA, and 1 math teacher. The supervisor on site oversees all after-school programs and is not funded through T3. Other school funding sources

Part B: Direct Instruction Supplemental Program Information

will be used to supplement the extra amount needed to cover per session hours for teachers.

Instruction will be in English and is intended to increase English proficiency and provide students with the skills needed to solve real world problems in mathematics.

Materials to be used include: NY Ready and Getting Ready for the NYSESLAT(6,7,8). Additionally, the Just Words program will be used with Newcomer ELLs and ELLs with Proficiency Level Beginner. These materials will not be at cost to the T3 program.

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:

Professional development for teachers will be on-going throughout the year. Teachers will have opportunities to meet outside of instructional time to analyze pre-test, benchmark assessments, and students' work in an effort to identify strengths and areas in need of improvement. This information will be used to plan instruction and implement strategies to address identified needs. Professional development topics will include: strategies for supporting ELL instruction, effective strategies for supporting Reading Comprehension.

Additionally, the 2 ESL teachers will attend a workshop series on the topic of close reading for ELLs. There will be follow up workshops hosted by NYS/NYC Regional Bilingual Education Resource Network.

Workshops for all teachers will also be conducted in-house with the use of PD 360 and ARIS LEARN.

TENTATIVE PD SCHEDULE

October- Who are our ELLs?

November- Strategies for Supporting ELL Instruction

December- Close Reading Part 2

January- Effective Strategies for Reading Comprehension

February- Supporting ELLs in the Math Classroom

Note: PD will be ongoing and differentiated based on need.

Part C: Professional Development

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:

Rationale:

Parents are important partners in the education of all of our students including ELLs and Special Education students. Parental involvement at MS 246 includes a number of parent engagement activities and meetings. Our parents are involved in PTA activities, SLT, Parent Teacher conferences, Title I and Title III meetings, and Cultural diversity celebrations. Our parent coordinator serves as a conduit by which parents participate in their child's overall development. We have improved our level of communication with parents by providing them with translated resources in their native languages. We have a parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children. The ELLs Parental calendar for the ELLs parent orientation meetings, telephone conferences with parents of ELLs, access training to NYC DOE web sites, parent workshops to access technology programs such as SKEDULA-Pupil Path. Parent workshops will be conducted once every other month. Topics include:

1. September - How to read your child's report card.
2. November - How can your child be successful in MS.

Other topics to be determined based on parental needs.

Our CBO - CAMBA will continue to participate in workshops of ELL parents .

The parental involvement activities for the parents of ELLs are designed to help parents support the academic success of their children. Communication with parents is done via flyers, "Robo" calls, and SKEDULA-PUPIL PATH. All correspondence are sent home in the parents preferred language.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 17	Borough Brooklyn	School Number 246
School Name Walt Whitman		

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 Mr. Bentley Warrington	Assistant Principal Ms. Arlene Burnett
Coach Ms. Clorita Mayers (Literacy)	Coach type here
ESL Teacher Ms. Esther Simon (8th grade)	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Suze Vixamar
Related Service Provider type here	Other Mr. Johnson, Asst. Principal
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	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	0	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)	615	Total number of ELLs	107	ELLs as share of total student population (%)	17.40%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in							3	4	3					10
Pull-out							2	1	2					5
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	23
SIFE	46	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	10

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	71	36	9	21	4	11	10	0	3		102

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	71	36	9	21	4	11	10	0	3	102
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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							11	7	9					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3	6	1					10
Haitian							17	20	25					62
French							0	1	3					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	2	0					4
TOTAL	0	0	0	0	0	0	33	36	38	0	0	0	0	107

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)							6	13	12					31
Intermediate(I)							14	6	13					33
Advanced (A)							14	10	14					38
Total	0	0	0	0	0	0	34	29	39	0	0	0	0	102

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	103	61	24	0	188
7	119	64	8	1	192
8	90	71	16	0	177
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	126		54		9		2		191
7	128		59		11		2		200
8	129		46		7		0		182
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	45		110		46		5		206

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
MS 246 uses the DRP to assess the early literacy skills of ELLs in our school. The DRP assesses students reading comprehension and lexile levels. Upon results of the DRP, the DRA will be used to assess the reading fluency and reading ability of students. Additionally, to assess literacy levels, web based programs such as MyOn are used to assess student's lexile levels, and Rigor is used for Beginner's

and Intermediate Students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT and LAB-R reveal that most students struggle in the areas of reading and writing. Writing tends to be the lowest area with some students being proficient in the remaining modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Based on patterns observed there is a continuous focus on writing in all literacy blocks and across the curriculum. With EL curriculum as the foundation, students are encouraged to explore, read, write, and speak in order to complete projects and assignments. Guidance is given for all components of lesson in order to guide the ELL's. All Sets and ESL teachers follow and support the curriculum to ensure student progress. Other parts of this question not yet completed (Annual Measurable Achievement Objectives needed).
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. a. The patterns across proficiencies and grades show weaknesses in Reading comprehension and Writing, but students perform better in Listening and Speaking. Although the native language tests are offered to students, so some students may better comprehend test questions, many students opt to answer test questions in English on exams.
 - b. The school leadership and teachers are using the results of the ELL Periodic Assessments to identify strengths, weaknesses, and areas in need of improvement for ELL's to guide their instruction in order for them to achieve proficiency or show growth in proficiency levels on NYSESLAT exam.
 - c. The periodic assessments show that ELL's continue to struggle in the areas of Reading Comprehension and Writing, but show competency in the areas of Listening and Speaking. The native language is used to reinforce what students already know and for them to build language proficiency in English??
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?
ELL's second language development is incorporated into instructional decisions with use of word to word bilingual glossaries, bilingual words walls, minimal native language support when available, some dual language materials and resources are made available for students use.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the ELL's program is evaluated based on the data reviewed to assess if ELL's made Adequate Yearly Progress, NYSESLAT data is reviewed to ascertain the number of students that reached proficiency on the exam, or the number of students that showed growth across proficiency levels. Also, ELA and Math exams are reviewed to examine the number of ELL's that scored a minimum of 2 on state exams given at the end of the year.

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](#).)

At registration the Pupil Accountant Secretary, Ms. Orta is responsible for all student intakes inclusive of ELLs. An HLIS form must be completed. If another language is indicated on HLIS, the secretary is directed to alert an administrator, Ms. Burnett, Parent Coordinator, Mrs. Vixamar for the student(s) intake. Either the administrator, Parent Coordinator will conduct the intake interview if the student is a first time entrant to the country. The Parent Coordinator, Mrs. Vixamar assists parents with translations in Haitian Creole and French. Additionally, there are Arabic and Spanish speaking paraprofessionals to assist with translations during the interview process if necessary. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used. All documents are replaced or added and kept in the student records.

The Home Language Identification Survey (HLIS).

At enrollment, trained school staff meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that is translated in 9 languages that parents complete to show what language the child speaks at home. If the student's native language is other than English, an informal interview will be conducted. If the home language is English or if the student's only language is English, the student enters the general education program.

Language Assessment Battery - Revised. (LAB-R)

Once the school staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) to determine English proficiency level. Those children that score below proficiency on the LAB-R become eligible for state- mandated services for ELLs. Students who speak Spanish at home, and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. Parents are notified of their child's eligibility for services via Entitlement letters which are sent to parents with the student. Parent Choice forms and Parent Orientation Date is also included with this letter in English and the native language.

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.
The structures in place at the school to ensure that parents understand program choices are that ELL Liaison, Ms. Simon records scores for LAB-R, parents are sent entitlement letters via student with Parent Choice Letters for review and includes Parent Choice Orientation Dates for monthly workshops. At the orientation, all information inclusive of the video is given in the registrants native language. Additionally, Parent Coordinator is available to offer translation in Haitian Creole & French. All surveys are then placed on file. The ELL liaison records all desired program request to keep track of parent selections. Parent Choice Orientation Workshops are offered monthly as students enroll and are identified as ELL's. One workshop is offered during the day and one in the evening to ensure maximum participation of parents and to give parents an opportunity to view Parent Choice video and make the best selection for their students needs. Additionally, the Parent Coordinator calls parents to ensure attendance and to obtain parent choice via telephone if parents are unable to attend workshop. Throughout the school year, varied ELL parent workshops are held by the parent coordinator or immediate supervisor to address the current programs and any changes. At each workshop, materials are always translated to address the parent home language. If available other translators may be available. Parent outreach is offered through the immediate supervisor in conjunction with the PTA and parent coordinator. Ongoing interviews occur upon registration while workshops are bi-monthly to support understanding and growth among our ELL's.
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 [\[see tool kit\]](#).)
Entitlement letters are sent home in English and student's native language via student addressed to parents, with Parent Surveys in English and student's native language to be completed by parents. If parents do not return forms, Parent Coordinator calls parents to get program selection via telephone. ELL Liaison records information in ELPC screen in ATS and forms are filed in students personnel folder. Parents are informed that if they do not return these forms, the default program for ELLs is Transitional Bilingual Education programs as per CR Part 154. Since the transitional bilingual program is not offered at our school, parents are given information about other schools that offer this program, so that they may choose to transfer to these schools. If they choose not to transfer students, they are made aware that their child
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.
Program Placement
After the initial assessment and parent choice selection, students are placed within ten days of enrollment. Parents who choose a

bilingual program in the native language of the student are informed of a school where such a program exists, and they have the option of transferring to that program. If parents do not select a program, the student is automatically placed in an ESL class, since that is the program available at our school. Beginning and Intermediate students receive 360 minutes of ESL and ELA per week, and Advanced students receive 180 minutes of ESL and 360 minutes of ELA each week as per CR Part 154 . All communication is offered in English and native language to ensure parents understand the choices available to best meet their students needs.

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.

The steps taken to administer all sections of the NYSESLAT to all ELL's each year are to run reports in ATS for all students eligible for NYSESLAT testing. To check test materials to ensure test materials are accurate and available for all students testing. During testing, grade level ESL teachers administer testing to alternate grade levels in compliance with testing regulations. Students are given one section per day, and students that are absent are allowed to make up examination. Teachers follow testing guideline and procedures according to testing manual.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and program Selection forms for the past few years the trend showed that 80 of parents selected the Free-standing ESL program as their first choice. Although, it appeared parent's consistently chose the bilingual program as a 2nd choice for their students. The program models offered at the school are in alignment with parent choice. Parents request were for their students to speak English. Our ESL program model offered at MS 246 support students, so that students can learn english and build language proficiency skills in the areas of Reading, Writing, Listening, & Speaking.

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])?

The organizational models in place at the MS 246 are push-in during ELA instruction for classes with large numbers of ELL students and pull-out so that ESL teacher can use ESL methodologies for additional instruction.

b. The program models are mixed proficiency levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

MS 246 provides ESL instruction in accordance with CR part 154. through The mandated number of units support students in grades 6 through 8 which consists of 360 minutes of ESL support each week for Beginning and Intermediate students and 360 minutes of ELA. Advanced ELLs receive 180 minutes of ESL and 360 minutes of ELA each week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Currently, instruction is provided through the EL curriculum for Language Arts instruction and lessons are scaffolded for ELL's. The ESL teacher and the content area teachers use scaffolding strategies to make learning comprehensible for students. ESL methodologies are used by teachers of ELLs. In addition, native language support is provided to ELLs via language paraprofessionals in Spanish. The ESL program, has accumulated resource materials to address the academic needs of ELLs. Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. Intervention support is also offered to our ELLs through RIGOR, and MyOn which allows students to read books according to their lexile levels in all subjects in English or Spanish to help foster language development. In Math, language support is provided by staff in Haitian Creole and bilingual word walls are used.

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

To ensure that ELLs are ppropriately evaluated in their native language, the students are given the choice to complete exams in their native language. Translation dictionaries an glossaries are provided to the students. Bilingual staff members also provide assistance to students.

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

To ensure that ELL's are appropriately evaluated in all four modalities, the EL curriculum address all areas through ongoing assessment, class presentations, group projects, class activities that incorporates peer learning and self-assessment of student work.

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).

Differentiation of instruction occurs at different levels for subgroups with materials such as graphic organizers, sentence starters, vocabulary journals, iPads and other materials and resources materials to help student's language development.

a. There are 46 SIFE students who are ELLs . MS246 received a SIFE grant at the end of the academic year during 2012-2013 which helped to build our capacity to address the academic needs of SIFE students. The grant allowed us to implement and organize programs. As a result of this grant, we now have RIGOR to assist SIFE students and we partnered with a community organization Flanbwyan where 8th grade girls identified through SIFE went off site to participate in academic enrichment activities to cultivate their knowledge of their culture and explore different modes of expression. Also, in order to access SIFE students records easily, we implemented a color coded filing system to identify all ELL's and SIFE students.

b. Plan for Newcomers

To welcome our newcomers to our school community, students and their parents are invited to an orientation session where they will learn about the school. Parents are provided with information about the curuculum learning standards , expectations for students , and assessments. Programs, curriculum, and information about services that are available to them will be translated and distributed. Parents are invited to a number of parent workshops through Parent Coordinator, PTA or ESL department. To communicate efficiently with parents, correspondences will be translated into the various native languages so that ideal outreach can occur. ELL teachers give students a welcome book to help students get acclimated to the people to know at their school. A "peer system" will be set up so that the newcomers can be

assisted by students from their native land. Greater efforts will be made in the areas of professional development to train more teachers in scaffolding techniques, TPR strategies and use of visual aides to build vocabulary connection in all curricula areas. Alternative training in test translation will be given to bilingual staff members so that they can become proficient in administering city & state wide tests to the students' in their native language as per 504 accommodations and or IEP mandates. Picture dictionaries and word to word glossaries are given. Additionally, students are placed in extended day class to receive additional instruction and students are also encouraged to participate in afterschool program to help build language skills

c. Plan for ELLs receiving service 4 to 6 years.

The ESL instructional plan for these students consists of the following :

Rigorous standards based instruction in the content areas via push-in and pull out based on proficiency level, scaffolded instruction with native language support.

d. The ESL instructional support for these Long -Term ELLs will include the development of reading comprehension skills , vocabulary development, and the completion of standards based writing projects with the goal of these students becoming proficient in English to help them test out on NYSESLAT.

e. The instructional support for former ELL's 1 to 2 years after testing proficiency includes extra time on testing, access to library to reinforce reading a total of 25 books for the school year.

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?

The instructional strategies and grade level materials teachers use for (ELL-SWD's) include use of Springboard, graphic organizers, differentiated instruction, scaffolding, Q-Tel Strategies, use of technology (iPads), to help foster engagement and comprehension. Additionally, grade level materials are used for classroom instruction and to help prepare student for NYSESLAT exam.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment with use of ESL methodologies, differentiated instruction, modification based on students IEP's, use of Springboard for self-contained students. Additionally, SETS teachers help to support SWD students in to achieve academic goals.

Courses Taught in Languages Other than English

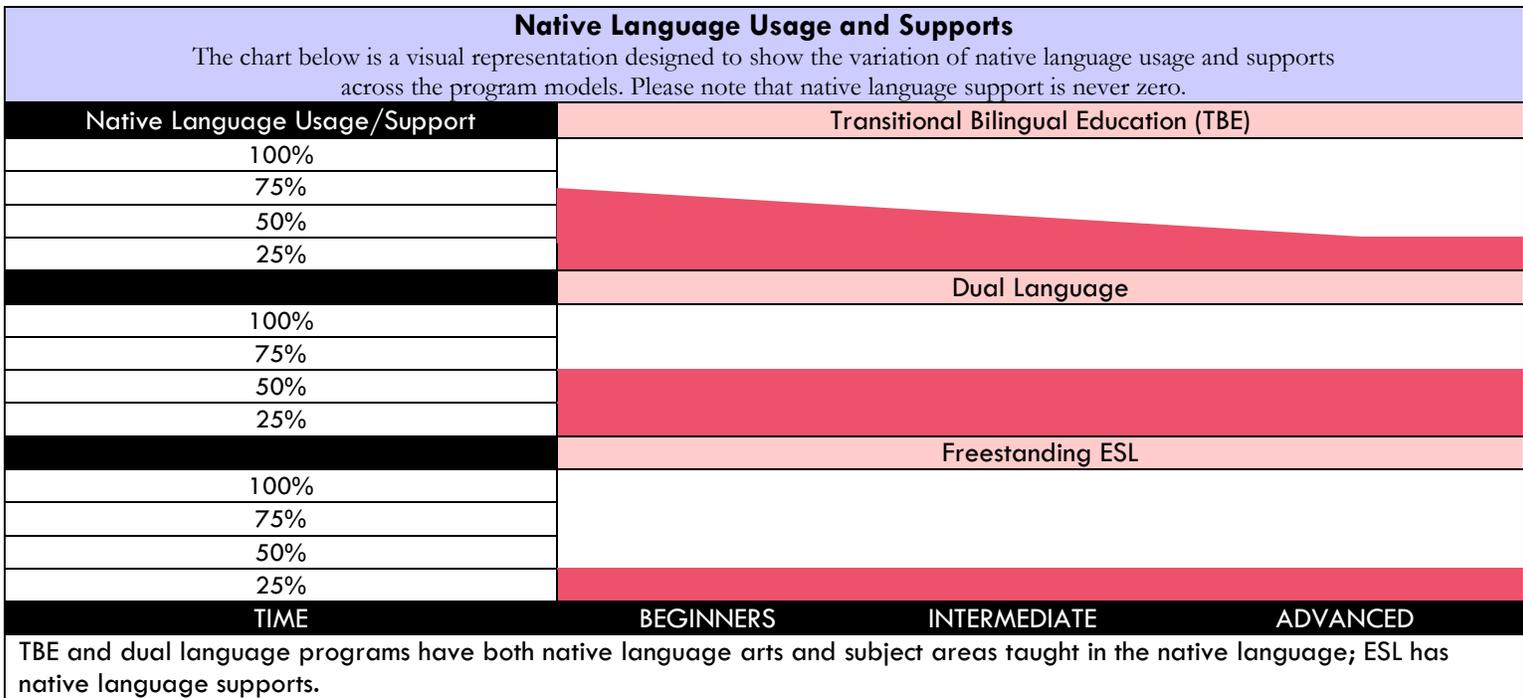
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	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



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.
- The targeted intervention programs for ELL's in ELA math and other content areas include:
- ELA
- Beginners receive English Language Arts Intervention built into their program schedules, Extended Day, MyPace ESL after-school program, RIGOR, and MyOn.
- Intermediate students receive English Language Arts Intervention built into their program schedules, MSQI, Extended Day, MyPace ESL after-school program, RIGOR, and MyOn.
- Advanced receive MyOn, MyPace ESL after-school program, Extended Day, and some advanced students are in Regents program where they also receive Saturday instruction.
- Beginners receive Math Intervention built into their program schedules and Extended Day.
- Intermediate students receive Math Intervention built into their program schedules and Extended Day.
- Advance students receive MyOn, MyPace Math and ELA after school program, Extended Day and Saturday instruction for students in Regent's program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently, our program shows that students are moving up across proficiency levels, and our goal is to continue to have students move up across proficiency levels and for more students to show proficiency in English. The current program is designed to meet the needs of ELL students in both content and language development with the practice of scaffolding, ESL methodologies, EL curriculum, Common Core Curriculum , on-going assessments, after school programs, and additional resources in place to assist ELL's. ELL's also receive extended time on test to ensure students are given the appropriate time as mandated.
- The data shows that we had 13 students school-wide to move from Beginning to Intermediate, 5 students that moved from Beginning to Advanced, 19 students that moved from Intermediate to Advanced, and gains showed in the areas of Reading, Listening, Speaking. Additionally, we had 4 students whose proficiency level was Advanced after taking the NYSESLAT test for the first time, and we had 11 students to receive Proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs that are being considered for the upcoming school year are Achieve 3000, and System 44.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs during the regular school day , after school. All ELLs are placed in classes (general and special education) that are heterogeneously grouped . All students including the ELL population are invited to participate in all extended day programs provided by CBO's and programs that are funded through grants.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL Instructional Materials
- The following is a partial list of literacy programs that are utilized to provide ESL through the content areas :
- * Oxford Picture Dictionaries and workbooks
 - * Leveled Libraries with books of different genres in classroom and school library
 - * Dictionaries/Thesaurus of American English
 - *RIGOR
- b.Instructional Technology
- * Ipads
 - * Smart Board
- c. Language Materials
- * Bilingual Dictionaries
 - * Multicultural Libraries in Haitian Creole and Spanish
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the freestanding ESL program at our school , native language support is offered in Arabic, French, Spanish, and Haitian Creole with word to word glossaries. We also have some language paraprofessionals who speak Spanish, Arabic and teachers who provide support in Haitian Creole.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All resources are age appropriate for students. However, we also have materials and resources of varied levels to meet students reading and math levels on hand to meet the students based on where they are performing academically.
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.
Currently we offer an Open House for new students to assist the newly enrolled ELLs before the beginning of the school year and articulation where teachers and staff visit elementary schools to let them know what type of programs and support we offer to ELL's at our school.
18. What language electives are offered to ELLs?
The language elective offered to ELL's is Spanish.
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)?

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. Professional development will be offered during the school year for all ELL/bilingual teachers through our school by the math and literacy coach or other network affiliates. Topics will include best practices using the EL curriculum and the Danielson framework and instructional practices with the Common Core Curriculum. Classroom support will be provided by school mentors and intra-visitations as well as Teacher Effectiveness Ambassador for the 2013-2014 school year. This will support the implementation of the methodologies proposed at training sessions. Trainings will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.
 2. Professional development offered through the school year includes supporting ELL's in the Common Core Curriculum and the different shifts. Coaches and other staff attend various workshops to keep teachers aware of instructional changes to help staff address the needs of students. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.
 3. The administration provides cultural awareness and sensitivity training for teachers to help them effectively communicate with ELL students and their families when needed. We also provide support via translation to help ELL's navigate the high school application process as they transition from MS to HS. Notices for ELL students are sent home in English as well as their native language.
 4. Teachers' of ELLs will continue to participate in professional development offered by the OELL, and other training as per Jose P. Documentation of this training includes attendance, copies of certificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for other ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are important partners in the education of all of our students including ELLs and Special Education students . Parental involvement at Middle School 246 is comprehensive and includes a number of parent engagement activities and meetings. Our ELL parents are involved in PTA activities, Parent Teacher conferences , Title I and title III meetings, disciplinary meetings , Family Math and Family Literacy Meetings. Our parent coordinator facilitates several activities in which parents participate. We have improved our level of communication with parents by providing them with translated resources in their native languages .We have a new parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children. The ELLs Parental calendar for the 2013-2014 school year includes the following: ELLs parent orientation meetings, Welcome back to School Orientation telephone conferences with parents of ELLs, monthly PTA meetings which include Curriculum Night, access training to NYC DOE web sites, parent workshops to access technology programs such as MyOn.

2. M.S. 246 enjoys collaborations with several community-based organizations including: Camba, Flanbwayan, Flatbush Develop Corporation (FDC), Affinity Health, Downstate Medical Center These agencies provide ongoing parent outreach, student tutoring, academic enrichment, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.

3. The needs of parents are evaluated through the following:

Attendance / ELLs' parent participation at meetings and school wide activities
Parent feedback surveys

4. The parental involvement activities for the parents of ELLs are planned in order to provide parents with information and resources available in order to improve the academic success of their children.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bentley Warrington	Principal		11/8/13
Arlene Burnett	Assistant Principal		11/8/13
Suze Vixamar	Parent Coordinator		11/8/13
Esther Simon	ESL Teacher		11/8/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Clorita Mayers	Coach		11/8/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kenroy Johnson	Other <u>AP</u>		11/8/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K** School Name: **246**

Cluster: **06** Network: **602**

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.

All students entering a New York City school is required at registration to complete a Home Information Language Survey (HILS). The HILS form indicate the language spoken at home as well as the preferred written and oral language of the parent(s). Ethnic data is accessed via the HILS, ATS, and student needs survey. This data is collected and analyzed to show the schools' translation oral interpretation needs.

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.

Based on the findings from the data, translation services for home school communication and at school meetings are needed in Haitian Creole, Spanish, French, and Arabic. The predominant needs are evident in Haitian Creole.

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.

Letters translated in English, haitian Creols, Spanish, and Arabic will be developed. Outside vendors as well as in house staff will provide services. Vendors will come from a list provided by the DOE. In house services will be provided by school staff such as; parent coordinator, teachers, and parent volunteers.

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

Oral translation using interpreters (outside contractors, in house staff) will be implemented. This will bridge the gap in strengthening communication and improving learning.

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>.

All documents sent to parents will be translated in both the studnets' and parents' native language as indicated on on the HILS form. Translation will be provided at school meetings (PTA, Parent-Teacher Conference) to help parents understand policies and programs at Walt Whitman.