



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 13K301

School Name: SATELLITE EAST MIDDLE SCHOOL

Principal: KIM MCPHERSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Satellite East Middle School School Number (DBN): 13K301
School Level: Middle Grades Served: 6-8
School Address: 344 Monroe Street
Phone Number: 718-789-4251 Fax: 718-789-4823
School Contact Person: Kim McPherson Email Address: kmcpher@schools.nyc.gov
Principal: Kim McPherson
UFT Chapter Leader: Kimling Atherley
Parents' Association President: Thonius Francis
School Leadership Team
Chairperson: Julia Meade
Student Representative(s): n/a

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place
Superintendent's Email Address: Bfreeman6@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 01 Cluster Leader: _____
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim McPherson	*Principal or Designee	
Kimling Atherley	*UFT Chapter Leader or Designee	
Thonius Francis	*PA/PTA President or Designated Co-President	
James Reaves	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Julia Meade	Member/ UFT	
Melissa Jeremiah	Member/ UFT	
Divinda Augustin- Willis	Member/ UFT	
Kisha Maldonado	Member/ Parent	
Shernick Palmer	Member/Parent	
Tyrik Hayes	Member/Parent	
Tricia Hazlewood	Member/ CSA	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

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

Satellite East Middle School is a small school located in Bedford Stuyvesant, Brooklyn, New York. The school is a developing learning community with clear standards and procedures known to staff, students, and parents. Educators at Satellite East believe that a student's intellectual growth must be stimulated in pursuit of academic excellence. Based on the unique and diverse needs of the middle school student, we strive to provide an approach which encourages the development of the aesthetic, social, physical, creative, and emotional aspects of each student.

Satellite East began as a middle school program in Public School 305 in 2002 with seventy five students. The school has developed a core academic program where students are challenged to demonstrate higher level thinking skills. There is an ICT class on each grade. The instructional program includes:

- CMP3 Mathematics Grades 6-8
- Expeditionary Learning (ELA)
- Project Based Inquiry Science Program
- Urban Advantage

Student progress has been a significant challenge for our school community. With the charge of providing our students with rigorous instruction, the data and evidence indicate that we must consistently continue to provide our students with scaffolds and differentiated instruction as we monitor all areas of progress.

The curriculum at Satellite East continues to evolve in content and implantation of various instructional programs and special initiatives. For the 2014-2015 school year we have added:

- NYU STEM Program
- New Victory SPARK
- Participants in the Middle School Arts Initiative

Professional Development is an integral part of our learning community. Our teachers are active learners and regularly seek opportunities to participate in professional development. This year we are participants in Network 112 sponsored Lab-Site, various workshops offered by the Division of Specialized Instruction and Student Support and for new teachers we provide support through our school mentoring program.

Satellite East currently has 119 students: 73% Black, 12% Hispanic, 6% Asian, 3% White, 1% American Indian/Alaskan, and 5% Pacific Islander. Our school articulates from the neighboring elementary schools: PS 305, PS 44, PS 93, and PS 54.

13K301 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	118	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	6	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	93.7%	% Attendance Rate	86.1%	
% Free Lunch	93.9%	% Reduced Lunch	3.1%	
% Limited English Proficient	15.9%	% Students with Disabilities	25.0%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	77.4%	
% Hispanic or Latino	11.0%	% Asian or Native Hawaiian/Pacific Islander	8.5%	
% White	2.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	5.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.31	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4	3.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	23.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	35.3%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate		86.1%	
% Free Lunch	93.9%	% Reduced Lunch		3.1%	
% Limited English Proficient	15.9%	% Students with Disabilities		25.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		77.4%	
% Hispanic or Latino	11.0%	% Asian or Native Hawaiian/Pacific Islander		8.5%	
% White	2.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.31	
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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Areas of strength:

- Effective academic improvement of students with special needs on the English and Mathematics test compared to other students who scored at the same level last year (Middle School Quality Snapshot 2013-2014)
- Effective movement of students with special needs to less restrictive environments (Middle School Quality Snapshot 2013-2014)
- Common Core Learning Standards aligned curricula with academic tasks that support and engage all learners in rigorous learning activities to improve student performance and engagement (Focus School Quality Review 2014)
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice (Focus School Quality Review 2013)
- Effectively communicates high expectations for student achievement to the school community to advance student progress and outcomes and to prepare students for the next level (Focus School Quality Review 2014)

Areas for improvement:

- Continue to deepen assessment practices that are aligned to curricula that assesses students understanding and knowledge resulting in
- Deepen alignment of assessment practices to curricula and feedback to adjust instructional decisions at teacher teams and classroom levels to provide meaningful next steps to meet student needs and increase

achievement (Focus School Quality Review 2014)

- Continue to encourage teachers to work collaboratively on incorporating teaching strategies into daily lessons to support student centered learning through discussions in group work resulting in higher-order thinking and ownership (Focus School Quality Review 2014)
- Strengthen teacher support to improve understanding, implementation, and reflection upon feedback and next steps to further augment development and school wide instructional practices (Focus School Quality Review)

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will utilize embedded formative assessment practices to support planning rigorous instruction (lessons, methods, materials) for all students, as well as to differentiate instruction for all classes and sub-groups, in order to support student needs and learning styles.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, must be prepared for college and professional life. These strategies will include:</p> <ul style="list-style-type: none"> • Implementation of the Common Core Learning Standards-on-going • Embedded formative and summative common assessments • Professional Development by looking at student work and working in teacher teams <p>Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, the use of CCLS rubrics, unit planning, creation of benchmarks and measurement processes that enable us to assess the efficacy of our work.</p>	<ul style="list-style-type: none"> • English Language Learners • Students with Special Needs • Lowest Performing Students 	September 2014 to June 2015	Principal, Assistant Principal, Teachers, Data Specialist, Network Personnel
<ul style="list-style-type: none"> • Strategies to address the needs of students with special needs, English Language Learners and overage students will be embedded in daily 	<ul style="list-style-type: none"> • English Language Learners 	September 2014 to June 2015	Teachers and teacher teams are responsible for

<p>lessons. Research Based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will include:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Cooperative learning • Higher order questioning • Reinforcing effort and providing recognition <p>Experiential learning principles will be the foundation of classroom instruction. Teachers of students with disabilities will receive training in co-teaching strategies. The strategies and activities will be implemented via teacher teams. It is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher teams will engage in Looking at Student Work (LASW) protocols, and the will use the inquiry process.</p>	<ul style="list-style-type: none"> • Students with Special Needs • Lowest Performing Students 		<p>implementation. Principal and Assistant Principal, Network Point and personnel will evaluate the progress and effectiveness over time.</p>
<p>To increase parent involvement and engagement to support our efforts in achieving this goal, each content department will host a detailed, differentiated lesson for our parents during the Tuesday parent engagement block. Parents will work with one another and teachers of other content areas to complete a task. These task driven lessons will be tiered and scaffold so that parents are able to:</p> <ul style="list-style-type: none"> • Experience what their child is exposed to during the school day • Familiarize themselves with the rigorous work in order to assist their child at home • Have an opportunity during the course of a school year to work collaboratively with the teaching and administrative staff 	<p>Parents and Guardians of Satellite East students</p>	<p>November- Science Dept., December- Physical Education, January- Mathematics, February- Humanities, March- Spanish, April- Visual Art, May- Dance</p>	<p>Content Teachers, Principal and Assistant Principal</p>
<p>One activity we have in place to support this goal is our Shining Stars Student Assembly and Breakfast. To work toward the shared goal to elevate student achievement, teachers identify students who exemplify success. Teachers look at student work, and reward those with school wide recognition.</p>	<p>Students</p>	<p>Students are honored each month.</p>	<p>Teachers, Assistant Principal and Principal</p>

Part 4 – Resources Needed

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

- Per Session for academic intervention
- Per Diem for substitutes so that teachers can attend professional development
- Binders , Paper, Certificates and Awards
- Snacks & paper goods for awards assemblies

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Fall Baseline Assessment
 Mid-Unit Assessment
 End of Unit Assessment

We will monitor progress made by the second marking period

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Areas of strengths

- Parents believe that there is an adult whom their child trusts and can go to for help with a problem(learning environment survey 2014)
- Opportunity for student voice and choice our student government works well to plan activities for the entire student body as well as provide an opportunity for students to participate in socially successful activities like service learning

Areas for improvement

- For continuity of social and emotional development our school needs a full time guidance counselor so that there are greater opportunities for our students at risk.

Part 2 – Annual Goal

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

By June 2015, the school will implement programs, supports, and interventions which will provide all students with social and emotional supports that meet their needs, making them college and career ready.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Grade level teams use the principals of Positive Behavioral Interventions and supports (PBIS)(Bambara, Dunlap, &Schwartz, 2004)</p> <p>In teams we analyze all areas of student data-demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students. We utilize data to support student social and emotional health. Some examples are:</p> <ul style="list-style-type: none"> ➤ Attendance team works with over-aged students with attendance and late issues. They provide assemblies as an incentive to help them come to school and arrive on time i.e.-I Will Graduate ➤ Opportunities for student choice and voice our student government works with a faculty advisor to plan activities for the student body and have students participate in community service learning activities during the year-Breast Cancer Walk, Food Bank of NY, Toy Drive, Asthma Awareness Walk ➤ Monthly school spirit themed activities provide students with supports that limit behavioral issues and instill school and personal pride in themselves and others. ➤ Daily morning assembly promotes regular and punctual attendance. Classes with the highest attendance and punctuality rate are given incentives like an additional gym period, pizza party, or dress down day. Incentives gradually progress. 	<p>All students</p>	<p>Monthly Attendance Team Meetings</p> <p>October-Breast Cancer, November-NY Food Bank, December-Downstate Medical Ctr.</p>	<p>Dean, Guidance Counselor, Parent Coordinator, Teacher Teams, Assistant Principal, and Principal</p>
<p>Our school uses behavioral intervention plans (BIP) designed for specific children to help them learn to change undesirable behaviors in a respectful and caring way. Once the function of a student's behavior has been determined, the Individual Education Program (IEP) Team</p>	<p>Students with disabilities and over aged</p>	<p>October -June</p>	<p>All teacher teams and staff members</p>

<p>develops the behavior intervention plan. We use behavioral intervention plans to support students in order to help them change their behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention plans help students change past behaviors and use new alternative skills, decrease problem behaviors and facilitate general improvements in the quality of life of the individual child, and his or her family, and members of the support team. These plans focus on the whole child and teach them coping strategies. The plans are proactive and strength based.</p>	<p>students</p>		
<p>Shining Stars Incentive Program Teacher Teams developed a monthly criteria for our Shining Stars Incentive Program with the premise that not every student is an academic scholar but possess a multitude of attributes. Teachers select students that best meet the criteria on a monthly basis. Chosen students are then honored at a monthly assembly where parents are notified at the beginning of the month through the <i>InTouch</i> Parent Newsletter and monthly calendar. After the Shining Stars assembly, students are invited by invitation-only to a breakfast with our school's administrative team. Parents are invited to attend both the breakfast and assembly in their child's honor.</p>	<p>Parents & Students</p>	<p>Sept-Academic Effort Oct.-Preparedness Nov. Discipline/Conduct Dec.-Citizenship Jan. Male w/high average Feb. Female w/high average March-Leadership Skills April-Academic Effort May-Most Improved</p>	<p>All teacher teams and staff members</p>
<p>Small gender specific groups meet weekly with the guidance counselor to discuss social and relevant emotional issues. Many of these issues relate to self-esteem, sexual identity and conflict resolution. Counselor meets with parents and specific staff members regularly to monitor progress in class and at home as a follow-up.</p>	<p>Selected students</p>	<p>September-June</p>	<p>Guidance Counselor</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Educational Consultant Two Days- Monday & Friday 4 hours twice a week for 20 weeks Educational Consultant- Studio in a School Two Days- Wednesday & Thursday 2. 4 hours twice a week for 8 weeks</p>

Part 5 – Budget and Resource Alignment

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

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Part 6 – Progress Monitoring

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

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

1.
 - Improved student behavior
 - Students ability to articulate their short and long term goals
 - Improved overall behaviors and a reduction of suspensions and conflicts
2.
 - Progress check 1-September-November
 2-December-February
 3-March-June
 Review of data obtained from guidance counselor, teachers and suspension reports

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Areas of strength

- Evidence of high expectations for teaching and learning performance. Strategies have been identified and promoted that have resulted in more rigorous instructional tasks. The school has provided necessary supports such as professional development resulting in a culture of mutual accountability. (PPO 4-29-14)

Part 2 – Annual Goal

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

By June 2015, through strategic professional development, collaboration, and coaching support, 100% of teachers will develop and improve their practice via Danielson’s Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

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

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

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

<ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>1.The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).</p> <p>High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:</p> <p>2.PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)</p> <p>-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing) (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).</p> <p>-Preparing teaching in CCLS’s and Instructional Expectations (ongoing)</p> <p>3.The school is participating in the Teacher Effectiveness Program. Observations are conducted from September to June. Teachers are permitted to select from several options.</p>			

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths

- Parent engagement calendar featuring all monthly parent engagement activities (September –June) publicized and distributed at the beginning of the school year
- Monthly mailing of all pertinent parent engagement notices distributed to students
- Monthly Parent Newsletter –*In Touch* keeping parents abreast of all activities, meetings, and school happenings

Areas of Improvement

- Increase percentage of parent participation
- Create opportunities for parent volunteers during the school day

Part 2 – Annual Goal

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

By June 2015, parental involvement and engagement will increase by 10% and parents will share responsibility for improved academic achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To increase parent involvement and engagement to support our efforts in achieving this goal, each content department will host a detailed, differentiated lesson for our parents during the Tuesday parent engagement block. Parents will work with one another and teachers of other content areas to complete a task. These task driven lessons will be tiered and scaffold so that parents are able to:</p> <ul style="list-style-type: none"> • Experience what their child is exposed to during the school day • Familiarize themselves with the rigorous work in order to assist their child at home <p>Have an opportunity during the course of a school year to work collaboratively with the teaching and administrative staff</p>	<p>Parents and Guardians of Satellite East students</p>	<p>November-Science Dept., December-Physical Education, January-Mathematics, February-Humanities, March-Spanish, April-Visual Art, May-Dance</p>	<p>Classroom Teachers</p>
<p>Share individual student data with parents and provide them with strategies to support their child’s needs. Workshops in the Fall and Spring to provide parents with strategies to address the social-emotional needs of their children. Workshops will be geared towards specific subgroups New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)</p>	<p>Parents and Guardians</p>	<p>September & November, March & May</p>	<p>Teachers, Parent Coordinator, Guidance Counselor, Principal and Assistant Principal</p>
<p>Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center. Monthly implementation of parental offerings (workshops, engagement meetings, evening recognition events)</p>	<p>Parents and Guardians</p>	<p>Ongoing</p>	<p>Parent Coordinator</p>
<p>Invite parents to all spirit themed events, game and movie nights. Present parents with participation awards to recognize their continued presence and participation.</p>	<p>Parents and Guardians</p>	<p>September-June</p>	<p>Principal, Assistant Principal, Parent Coordinator, Teachers, and Secretary</p>

Part 4 – Resources Needed

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

1. Books- Sussman Publishing-Bullying Parents Understanding the Common Core Tips for Checking Homework and other Assignments
2. Refreshments for Parent Workshops
- 7 Workshops
 1. Understanding the Common Core State Standards
 2. Homework Tips and Test Taking Strategies
 3. Social Media and Internet Safety
 4. Bullying and Cyber Bullying
 5. Homework
 6. Test Preparation-English Language Arts & NYESLAT
 7. Test Preparation-Mathematics

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

1. Review participation and attendance statistics monthly
2. September-November, December-February, March-May

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> ➤ Classwork ➤ Performance on standardized assessments ➤ Performance on baseline assessments 	CCLS aligned performance tasks; Wilson	Small groups	Intervention period; after school
Mathematics	<ul style="list-style-type: none"> ➤ Classwork ➤ Performance on standardized assessments ➤ Performance on baseline assessments 	CCLS aligned supplemental material, in-house, skill and drill sets	Small groups	Intervention period; after school
Science	<ul style="list-style-type: none"> ➤ Classwork ➤ Performance on assessments ➤ Performance on baseline assessments 	CCLS aligned supplemental material	Small groups	Intervention period
Social Studies	<ul style="list-style-type: none"> ➤ Classwork ➤ Performance on assessments ➤ Performance on baseline assessments 	CCLS aligned performance tasks and supplemental material	Small groups	Intervention period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One to one; small groups	Small groups	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self-reflection.</p> <p>The Teacher Effectiveness Program -Advance is utilized to support teachers and help retain teachers.</p> <p>The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.</p> <p>Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified. Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> ➤ Network Sponsored Professional Development ➤ Mentor Meetings ➤ Graduate Courses ➤ Collaborative Team Meetings ➤ Attend recruitment fairs to identify HQT. ➤ Demonstration lessons are observed before teachers are considered for hire ➤ A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self-reflection. ➤ The Teacher Effectiveness -Advance is utilized to support teachers and help retain teachers. ➤ The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics. ➤ Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified. ➤ Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A committee of teachers participated in the selection of assessment to be used for local and state measures.

The team consisted of 8 teachers who:

- Participated in professional development which clearly outlined the array of assessments they could select,
- Viewed a DOE Webinar detailing the guidelines for the MOSL.
- Provided guidance to the remaining teaching staff on the MOSL selection.

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			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 301
School Name Satellite East Middle School		

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 Kim McPherson	Assistant Principal Tricia Hazelwood
Coach n/a	Coach n/a
ESL Teacher Loraine Taylor	Guidance Counselor Jennifer Denton
Teacher/Subject Area A. Nyarko/Special Ed. & ELA	Parent Mr. T. Francis
Teacher/Subject Area K. Schrup/ Sp. Ed. & Math	Parent Coordinator James Reaves
Related Service Provider Stacey Bradshaw, Speech/Lang.	Other Ms. Terisita Peralza, Teacher
Network Leader(Only if working with the LAP team)	Other Mr. Ghali , Teacher

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	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)	167	Total number of ELLs	25	ELLs as share of total student population (%)	14.97%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	0	0	0	0	0	0		0		0	0	0	0	0
Pull-out	0	0	0	0	0	0	5	9	11	0	0	0	0	25
Total	0	0	0	0	0	0	5	9	11	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	2
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	7	0	5	0	0	0	0	2	25

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	20	7	0	5	0	0	0	0	2	25
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	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														0
Chinese														0
Russian														0
Bengali							1	1	2					4
Urdu														0
Arabic							4	4	6					14
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								4	3					7
TOTAL	0	0	0	0	0	0	5	10	11	0	0	0	0	26

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)							2		6					8
Intermediate(I)								4						4
Advanced (A)								1	1					2
Total	0	0	0	0	0	0	2	5	7	0	0	0	0	14

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	1		1		2
7	4	1			5
8	7				7
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					1				1
7	5		1						6
8	8		1						9
NYSAA Bilingual (SWD)									0

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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.
Early literacy skills are assessed using running records. This assessment provided insights into reading comprehension weaknesses and informed instructional practices regarding reading skills needs for all three grade levels. These findings have been used to provide for the inclusion of the Wilson Reading System in order to support literacy. The teacher provides continued assessments at each level of

mastery within the program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Currently, the NYSESLAT data reveals the typical results of a second language learner in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing.
The data suggests that vocabulary acquisition is needed to assist the students becoming more proficient in reading and writing. The data reveals that our students need to make greater strides from year to year in NYSESLAT on all grade and proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The NYSESLAT modalities have influenced the schools instructional decisions school wide. The school is planning more effectively with the data that states the ELLs need additional support in vocabulary development and language acquisition to achieve success in reading and writing. During the departmental meetings and planning sessions the teachers are actively including vocabulary scaffold in their lessons. Ms. Taylor, ESL Teacher actively teaches the students how to decode words using prefixes and suffixes as well as using context clues and the students are actively practicing their speaking and listening skills. Ms. Taylor, ESL Teacher works with the other teachers to create activities in the class that will assist the ELLs in achieving academic success.
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?

We have not noticed any great gains but they are showing growth. They are showing socio-emotional growth and in the areas of listening and speaking skills. Continental publishing Vocabulary Links, Phonics and Word Study and New York ELLs are used to help our students improve language acquisition and vocabulary development across all proficiency and grade levels. The beginner, intermediate and advance level students show increasing growth in listening and speaking skills in all content areas. They continue to need improvement in reading and writing skills. At this time the ELL periodic Assessments are not currently being used.
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?
Differentiation of instruction is used to ensure the students second language development and utilized in every classroom. Students demonstrating patterns of concern are identified and are provided with interventions (Wilson Language System , ELA and Math Content Support). Interventions are adjusted accordingly based on student needs and mastery. Appropriate core instruction is delivered to all students in their regular class and research-based instruction is delivered to all students. Differentiated instruction is used to meet the wide range of student needs in conjunction with curriculum that is aligned to the state learning standards and grade-level performance indicators for all subjects. Instructional strategies that utilize a formative assessment process are incorporated in the instructional plan for ELLs.

It is important to identify students who are not making academic progress at expected rates. It is vital to review the students educational history/background in order to wholistically know the ELLs. Targeted instruction is provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study and addressed during weekly intervention sessions.

Progress is monitored through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data (student work, observation logs, and teacher made exams) is collected as part of progress monitoring and used to make informed decisions about changes to instruction.

Parent notification is provided to inform the parents of student progress.

In addition the The implications for the school's instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.

- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Extended Day and Saturday classes are offered to target specific modalities and to help students on all levels become familiar with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their language acquisition, vocabulary development and academic progress.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
- Through active monitoring, the ELL data (NYSESLAT and LAB R) are analyzed by a teacher team (content teachers and ESL Teacher) to evaluate the success of the ELL program at 13K301. During ongoing monthly meetings the team reviews student data (formal and informal) in order to monitor academic progress and growth. The school administration conducts classroom visits and reviews student scholarship data to support teachers in their instructional best practices.

Part IV: ELL Identification Process

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

- 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](#).)
- Parents are given a Home Language Survey (HLIS) to identify the child's native language proficiency. The administration of HLIS includes an informal oral interview which must be completed with the assistance of a pedagogue in English and in the native language. A licensed teacher (LAP Team teachers: Ms. Perlaza, Ms. Nyarko or Ms. Schrup) or Ms. Lorraine Taylor, ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HSLIS indicates that the child uses a language other than English, and oral interview (Ms. Perlaza, Ms. Nyarko, Ms. Schrup, or Ms. Taylor conduct the interview) is conducted in English and the native language (Spanish, Fulani, French or Arabic) to determine if the student requires administration of the Language Battery Assessment (LAB-R). The Language Battery Assessment (LAB-R) is administered by a licensed teacher or Ms. Lorraine Taylor, ESL teacher. Performance on this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient. The administration of the Spanish LAB for Spanish Speaking ELLs is completed by the LOTE Teacher, Ms. Perlaza (LAP Team member).
- Once the assessment is graded, the ESL Teacher notifies the parents of their child's enrollment status. The LAB R is sent to the BAID for submission for scanning. The students are tested within ten days of enrollment for the LAB R Assessment. The ESL Teacher plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs available during the parent orientation. Parents are invited in writing and via telephone and it is hosted by Lorraine Taylor, ESL Teacher and/or other members of the LAP team. The parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and visit the ESL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ESL Programs for English Language Learners are explained to the parents in detail. At the end of the orientation, the ESL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision the Parent Coordinator will follow up to ensure the return of the document.

The Freestanding ESL (Pull-out/Push-in model) Program will support the newly entitled student and enrollment is immediate. The parents of students who have been identified as English Language Learners are provided an Entitlement Letter. The Entitlement Letter is provided to parents to inform them about the child's identification (Proficiency Level and mandated number of minutes and the child is enrolled in the program within ten days. If at any time, we have a population of 15 students within two contiguous grade levels with parents requests of a Transitional Bilingual Program, we will open one as mandated.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English Language until they attain the 'Proficient' level. They no longer require mandated ESL services but are entitled to two years of accommodations and support during this time of full transition into general education classes.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, M.S 301 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. All parents are informed about our support/intervention programs. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual ensure communication between the school and the home. The language and interpretation unit and outside agencies are used by the school to best communicate with all parents as needed. The following teachers are bilingual and assist parents in their native languages: Ms. Perlaza - Spanish, Ms. Taylor/Ms. Augustin - French, Mr. Ghali - Arabic.

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.

Upon entrance to the school and the HILS form is completed. The parents are brought in for an orientation with in the first week of their child being admitted into the school. The parents are shown the video from the EPIC materials describing the three program offers. The parents are told the programming that are school offers and are informed of next steps if they choose to opt into another program. Parents are constantly kept informed of students progress, school programs and workshops through translated materials in the home language as well as by the ESL teacher. Parent outreach is conducted by the parent coordinator and the following bilingual teachers: Ms. Peralza, Ms. Taylor, Ms. Augustin and Mr. Ghali (classroom teachers). They send notices in the native language and are available for the parent orientation sessions held during the school day and evening sessions every term. Outreach is conducted to the parents who had previously chosen a TBE/DL Program in the beginning of the school term every year regarding the status of their request via email, backpack, mailed letters and telephone calls in English and the native language by the LAP Team teachers, designated bilingual teachers /ESL teacher and parent coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The school ensures that new and continued entitlement letters are distributed to all mandated students in the beginning of the school year by Ms. Taylor, ESL Teacher, parent coordinator, LAP Team Teachers and bilingual teachers. The notices are translated in Spanish, French and Arabic and sent to parents via email, postal mail, and backpack. The documents are secured and placed in a folder during each school year. The Parent Survey and Program Selection forms are provided during Parent Orientation and explained and discussed in detail. The documents are secured and stored in the main office file cabinet. The documents are collected after every session by Ms. Taylor, ESL Teacher and the Mr. Reaves, Parent Coordinator. These are very important compliance documents which are collected and secured/stored. ATS reports are used to identify students : NYSESLAT scores/modality - RNMR, LAB scores - RLAB, NYSESLAT/LAB R scores for the past three years to look at patterns and trends in proficiency and RLER to identify NYSESLSAT Eligibility.

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.

After the parents review the EPIC materials the school and the parents make an active decision together with Ms. Taylor, ESL Teacher and/or the LAP Team teachers to determine the program that best fits the students in the beginning of the school term during small group and/or individual parent conferences. Placement letters are distributed at this time. The placement letters are recorded in the student's file and maintained in the main office. Entitlement letters are also distributed in the beginning of the school year by Ms. Taylor and the LAP Team teachers. The entitlement letters are maintained on file in the main office. All letters and notices are translated through the use of the NYCDOE Translation and Interpretation Unit or an outside agency, Ms. Taylor, ESL teacher or bilingual teachers (Ms. Augustin, Ms. Perlaza, and Mr. Ghali) who are fluent in the language to ensure parents are kept abreast of what is occurring in the school.

Parent Choice is honored and parents are informed each semester regarding the status of their program choice by Ms. Taylor, ESL teacher. The parents are contacted via telephone with a translator if needed or via translated letter to update them on the status

of their request and any changes in enrollment or the number of students mandated to open a TBE or DL Class. The School secretary reviews and updates the ELPC screen in ATS in order to obtain an accurate account of parent language choice status so that the school can effectively and efficiently support good parent communication. The ELPC screen has to be updated within 20 days by the school secretary in consultation with Ms. Taylor, ESL teachers. Parent choice is based on the needs of the parent and student (s) and the three available programs: TBE, DL, and Freestanding ESL.

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.

Each year a testing schedule is derived based on the ATS report - RLER which provides the list of eligible students to take the NYSESLAT. Mr. Kemel Roberts, Testing Coordinator meets with the teachers and reviews procedures for test administration. Based on the test administration documents a schedule is created for the students to be tested and the LAP Team teachers will support the assessment process (Ms. Taylor, ESL Teacher, Ms. Perlaza, Ms. Nyarko, Ms. Schrup and Ms. Bradshaw). The four components (Speaking, Listening, Reading and Writing) of the exam are tested based on the structured schedule and timelines set for the assessment. Mr. Roberts, Testing Coordinator has procedures in place and protocols with the assigned staff to ensure testing is complete, accurate and flawless.

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. 
- Of the 25 parents that have had to choose a program the majority of parents have chosen the free standing ESL program (24 parents) with the thought that their children need to immerse themselves in the English language acquisition. There was only one parent that requested a TBE class. The program model that is one hundred percent aligned with the parent choice requests for programs. This data is monitored closely by Ms. Lorraine Taylor, ESL teacher , Ms. K. McPherson, Principal and Ms. T. Hazelwood, Assistant Principal. The parent choice forms are monitored. Alignment is built between parent choice and program offerings by the completion of the following steps: 1. Communication and Parent Orientation Meetings 2. Individualized Conferences with Parents with bilingual teachers as needed 3. Communication with the LAP Team Members on a monthly basis 4. Follow up with parents on choice. These steps are adhered to in order to keep abreast of parent needs

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 goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in a pull-out ESL model of 45 minutes periods with small, ungraded groups of 10 students who are on the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings. During specified teaching periods the ELA and ESL teacher have collaborate. The ESL teacher will push-in as needed to provide support and scaffolds for the ESL students. In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ESL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ESL teacher creates the ESL schedule which is approved by the Principal of the school to ensure compliance. Students at the Beginner and Intermediate Proficiency Levels receive 360 minutes

of ESL instruction which includes ESL instruction in Literacy and content areas per week. Students at the Advanced Proficiency level receive four 180-minutes of ESL instruction. ESL instruction utilizes hands-on activities and use of graphic organizers in small groups.

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

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

Ms. Taylor, ESL teacher schedules her pull out classes in order to meet the individual mandates of beginner, intermediate and advanced students. The beginner and intermediate students receive 360 minutes per week and the advanced students receive 180 minutes per week of mandated ESL services. Students are grouped according to their proficiency levels. The beginner's group provides ample opportunities to develop vocabulary building, and automaticity/fluency skills. Social and situational speaking is encouraged in a small group setting for the beginning level student. The Intermediate level students are supported in continuing to build their fluency skills, and academic vocabulary development to improve reading and writing skills. The advanced level grouping continues to work on class discussion skills, and writing skills. All students are given their mandated services and are given extra time during the 37.5 minutes. All students are being supported in the Common Core Learning Standards for all the core content areas: ELA, Math, Science and Social Studies. The students also participate in after school supplemental programs in ELA and Math. In addition to their mandated ESL services the ELLs also receive intervention services twice per week to support ELA and Math during the school day.

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.

Ms. Taylor is using Differentiated Instruction in order to individualize instruction for all learners (groupings based on levels, varied activities and techniques are used to provide meaningful engagement in the classroom). Ongoing professional development in the content areas by lead teachers and coaching is provided by Ms. Hazelwood, Assistant Principal in order to provide solid instruction due to the demands of the Common Core Learning Standards. The school is using CMP3 Math Curriculum and Expeditionary Learning for their ELA Curriculum and ongoing professional development is provided and turn keyed to the teachers throughout the school year.

In order to maximize language acquisition for ELLs, Ms. Taylor, ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of the ELLs. Ms. Taylor, ESL teacher also assists in the acquisition of language using the supporting materials (Continental books) on to assist the ESL students in achieving success in the Common Core Curriculum. Students use dictionaries and glossaries to support vocabulary development activities. Classroom libraries which celebrate the multilingual and multicultural students in our program are available in the ESL class.

The ESL teacher uses the DOK and patterns the questions after the ELA, Math and Science common core state exams. Students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plans to facilitate the growth of students in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academics needs of these students and provide differentiated instruction to support growth in academic vocabulary and

written language. In addition, teachers focus on developing higher order thinking skills to enhance their reading comprehension skills.

Our targeted intervention program for the ELLs in ELA, Math, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- Math Academic Intervention Services (all language levels)

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

N/A

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

The Lessons that are delivered have the four modalities (Listening, Speaking, Reading and Writing) of English Acquisition built into the lessons. As units are created the students practice speaking and listening in whole and small group. The students practice reading and writing daily based on the Common Core Standards using the DOK as a tool to ensure the students are experiencing academic rigor.

In order to assist our students in both academic achievement and assessment in the four modalities, there is a variety of solutions that we are utilizing this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based Instructional Strategies
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms

Ms. Taylor, ESL teacher will provide the students with supports based on her knowledge of ESL techniques and methodologies used in the pull out program. Assessments will be teacher made based on CCS and informal and formal exams will be used to continue to provide rigorous instruction and engaging activities for the ELLs. Continental materials are used to assess the four modalities and focus on the CCS.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE are pulled separately periodically to ensure to provide wholistic support. These two students are given emergent texts to support increased decoding and reading skills. These students are in the early production and speech emergent stage and are encouraged to produce short phrases and focus on listening and absorbing vocabulary. Discussions are encouraged to support listening and speaking skills using think- pair share models and previewing are encouraged. There is an emphasis on vocabulary development and increasing written work from phrases to longer sentences. The classwork and activities are differentiated based on student levels.

Newcomers will receive intervention and progress monitoring to review intervention needs. The instruction will focus on vocabulary development as well as comprehension. and writing skills. The focus is on demonstrating opinions and analysis of text. It is important improve fluency and vocabulary knowledge.

Ells receiving service from four to six years and Long term ELLs are in need of enhancing reading and written communication skills, vocabulary development and sentence patterns. Based on the data these students need support in the reading and writing modality.

Former Ells are provided with the support of testing accomodations for two years after testing as proficient. They continue to receive intervention support as needed twice weekly along with their mandated peers in Math/ELA.

In order to help students make academic progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers
- Assisting students during work periods, conferencing with students in and out of class, Informal Assessments, and Running Records.
- Additional small group intervention sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Differentiation throughout the ELL program is done through a varied content of assignments and reading materials. Students are given different text covering the same topic as well as varied leveled assignments. All students focus on learning academic vocabulary, reading and comprehension skills, listening, reading and writing with understanding, and facts and details.

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?

Teachers use various strategies and grade level materials to teach ELLs and accelerate their English development. talk-pair-share, small group instruction, individual pull-out services, and individual work with teachers. The Wilson Language System is a researched based program which supports language acquisition and vocabulary development. The students gain decoding and encoding skills in order to improve language fluency. Students have a number of levels to complete and each levels selcts specific skills which are practiced. This program is provided as an intervention support program to assist students in improving language development. This program is used from grade 3 to adult level. Continental materials include vocabulary development materials which are both age and proficiency level appropriate. They materials are geared to vacabulary development and phonics word study for the beginner. New York ELLs by Continental provides support in language acquisition in the four modalities with lessons on storytelling/using dialogue for listening and speaking and informational/literacy texts for reading. The writing component includes essay writing (descriptive, argument and informational fact based), short responses. Differentiate instructional strategies are also used to provide individualized instruction and support the academic levels of the students. A variety of D.I. activities provide for various ways students can indicate learning and skill mastery. The ELLs-SWDs are supported by Ms. Taylor the ESL teacher and are provided with mandated minutes as beginners (360 minutes), intermediate (360) and advanced (180 minutes). They are supported in content area instruction for ESL and in their Integrated Co Teaching Classes which give them the least restrictive environment.

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 policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and classroom teachers
- The delivery of intervention services, after school and as part of our Saturday Academy to ensure the students can be moved to the least restrictive environment.

The students are also pulled out for services with the general education students. The ELLs-SWD's are in Integrated Co Teaching Classes.

Flexible programming is used to provide for maximum time spent with non disabled peers and the students are in the ICT class. The criteria for placement is guided by the SOPM and flexible programming mandates for students with disabilities. The School Implementation Team will begin the process of compiling information on students for review in order to provide evidence to place students in the ICT class based on attendance, behavioral needs, academic and socio- emotional needs. It is important to look at the class needs and inclusion of the parents in the conference on least restrictive environment. The SIT members make recommendations to the SBST regarding flexible programming for upcoming students in preparation of the students' IEP Meetings. The school ensures that this practice takes place by documenting team meetings and involving school administrators and teacher leaders on the SIT team.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

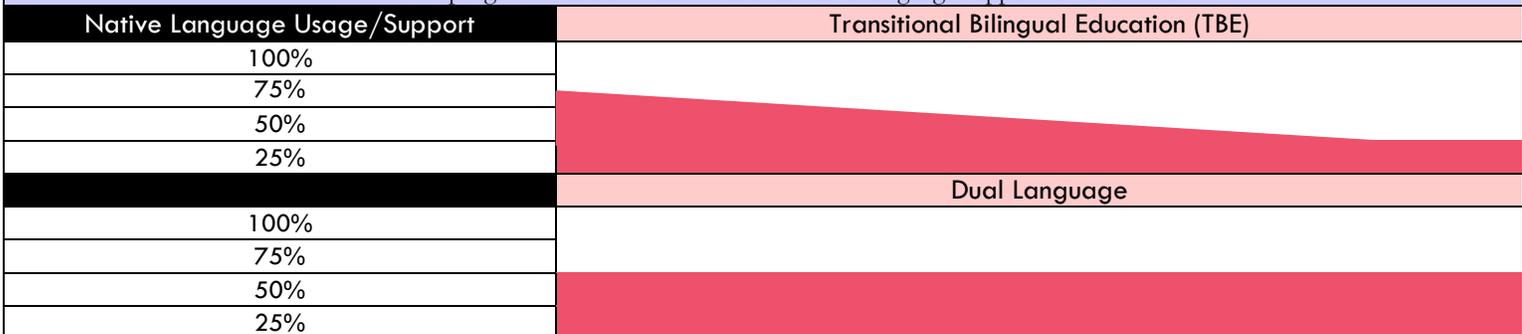
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
After School Support/ Targeted Instruction (ELA/Math)- offered in English - All ELLs
Small Group Instruction - Intervention Class for ELA and Math twice Weekly Offered in English - All ELLs
37.5 minutes daily Wilson Language System/Reading: Decoding and Encoding -Offered in English- All ELLs
The targeted intervention in ELA and Math ar based on the Core Curriculum of expeditionary Learning (ELA) and CMP3 Math which has exploration and varied practice activities leading to mastery for middle school students. The science program is more hands on and provides for an increased amount of exploration activities which can be extended beyond the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The school community is working hard to support our ELLs. The population has dramatically increased within two years. We have a population of twenty five students. The students are new to the country and the students are improving in the acquisition of the English language. The teachers collaborate on strategies to support the ELLs. The Assistant Principal coaches teachers in instructional best practices to enhance the acquisition of language skills and vocabulary development in the general education classrooms. sup Teacher observation, informal testing and formative state exams help teachers in evaluating student progress and program effectiveness so that adjustments and shifts are made to improve the current ESL program. The NYS ELA, Math and Science exams as well as the NYSESLAT are used to evaluate the needs of the ELLs in the school. Students are making gains and there is evidence of student academic growth in all four modalities. There is still a need for more improvement in reading and writing in the content areas.
11. What new programs or improvements will be considered for the upcoming school year?
The programming will basically remain the same.
12. What programs/services for ELLs will be discontinued and why?
n/a
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs and academic and extracurricular services in the building. The students can participate in the Algebra Class which ends in Regents credit or the Pre-Algebra Class and Spanish Class. Students participate in the Chance- Karate Program which is after school (three times per week). The y also participate in School Art Program which incorporates graphic art and news print production. Students display their work in the building on the walls which serve as an Art Gallery. The program also teaches students to use other mediums such as painting and sculpture. There is a SAT-FIT exercise programs for students and teachers to maintain a healthy lifestyle by jogging and or walking in the gym. This takes place twice per week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
(Computer Lab, Laptop Carts, Smartboards, language specific dictionaries, calculators, English and Math software programs, translated textbooks, translated articles) These materials are used to support the ESL and general education teachers in all content areas to support all of the ELL subgroups. The native language materials are increasing and the ESL teacher has a variety of materials in the pull out classroom (Continental, Curriculum Associates and translated articles and materials are used).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Some classroom teachers can scaffold native language support in Spanish. Parents are supportive in working with the school for the growing population of Arabic students (materials, books and cultural events). Teachers bring in materials which are culturally relevant to students to enhance their knowledge and promote a positive learning environment. It is imperative that teachers get to know students and for building relationships and trust with families. Technology is used to deliver native language support (internet, programs and google translate).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ELLs are primarily adolescents that come to the school community with a variety of needs. The guidance counselor, and teachers work collaboratively to provide social emotional supports for grades 6 - 8. The network team has a wealth of resources for parents and ELLs which are provided by the Director of Youth Development. Resources in all areas of student development are provided to the parent coordinator and guidance counselor to aid in supplying the social emotional needs of the students. Related service providers are available to provide guidance in the areas of speech and language, physical development, occupational therapy and social work in order to aid parents and students.

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.

Newly enrolled ELLs are paired with a buddy in the grade to show them the rules and procedure in the school. The ESL teacher aides in helping students adjust to the school culture. The guidance counselor works with the parent coordinator to arrange meetings with families to support the creation of a positive and wholistic learning environment. Ms. Taylor works with parents and students to survey their needs and any problems they may have. Ms. Taylor meets with incoming students and parents for an orientation session in the beginning of the school year along with Mr. Reaves, Parent Coordinator and Ms. Denton, Guidance Counselor.

18. What language electives are offered to ELLs?

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.

Our school participates in ongoing professional development in the content areas on Common Core Learning Standards which is provided by CFN 112 in the content areas of Math and ELA (Workshops, Reunions, and LAB site schools for intervisitation are just a snapshot of offerings provided to support high quality instruction for teachers) from September to June. The Lead Teacher turnkey the training to all teachers at the school. Additional professional development offerings are provided by the publishers of CMP3 and Expeditionary Learning Core Curriculum staff developers throughout the school year which is turnkeyed by lead teachers and/or the assistant principal. Ms. T. Randall, Director of Youth Development and Parent Engagement hosts monthly Guidance Counselor and Parent Coordinator Meetings from September to June. The Office of English Language Learners offers monthly professional development opportunities which all teachers benefit from. Lead Teachers or the assistant principal attends and turnkeys to the staff during monthly faculty conferences.

Ms. Denton, Guidance Counselor receives guidance and support from the school administration in helping students transition from elementary school to middle school and middle school to high school. Ms. Denton meets with feeder school counselors to discuss and describe the school and discuss the demand of transitioning to middle or high school. The school administration meets with the guidance counselor to provide support and set up conferences with elementary and high school counselors and teachers in the Spring Term after NYS exams.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF - ELL Training for special education teachers and non ELL teachers as per Jose P.

Network Support Specialist and ESL teacher conducts in-house professional development for all teachers on the topics listed below are scheduled for all staff members (teachers, secretary, school aides, parent coordinator, and guidance counselor)

1. Identification Process of English Language Learners
2. CR Part 154 requirements
3. Analyzing the data for ELL's
4. Understanding the needs of the ELL's
5. Review of NYSESLAT scores
6. Scaffolding strategies for ELL's-11/4/13
7. Strategies for developing academic vocabulary reading skills for ELL's - 11/4/13
8. ELLs Strategies and Techniques for Classroom Success Part 1 - 3/3/14
9. ELLs Strategies and Techniques for Classroom Success Part 2 - 4/17/14
10. ELLs Strategies and Techniques for Classroom Success Part 3 - 5/5/14
11. ELLs Strategies and Techniques for Classroom Success Part 4 - 6/9/14

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?

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in the agenda for the meetings. Bilingual teachers translate at the meetings. LAP Team members and bilingual teachers are also provide help in understanding the structure of LAB-R testing, NYSESLAT, and NYS Intermediate Level School Testing in ELA, Math, and Science. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ESL Program. We also plan and conduct parental engagement activities related to ARIS and literacy to attract the participation of ELL families.

At this time the school does not partners with other agencies or Community Based Organizations and the school community is interested in finding additional partners to support ELLs and their parents. The needs of parents are evaluated by survey and conversations with parents during various PTA Meetings and Orientation Conferences by Mr. Reaves, Parent Coordinator and Ms. Taylor, ESL teacher. The parent involvement activities featured this year are as follows: Curriculum Night, Parent Orientations for ELL Parents, Orientation for New Students, Family Night, Game Night, Fitness Night, Informational Meetings, and Parent Teacher Conferences with Guest Speakers.

The activities noted address the parents needs as evidenced by the positive feedback received by staff and the participation at the events. The activities incorporate interactions with all parents and the school community in both educational and recreational events.

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.

To assess the literacy skills of the ELL's Ms. Taylor, ESL teacher uses Fountas and Pinnell to determine their reading levels. The data assists in providing meaningful insights to how the students can decode the language. However, it does not assist with the comprehension of what was read. Ms. Taylor, ESL teacher along side with the ELA teachers collaborate and work on vocabulary scaffolding. The instructional plan is determined through thorough analysis of the students reading level, comprehension level and student critical thinking and analysis skills. The plan is then tailored to included various inputs and outputs based on group need.

The data reveals the students have an excellent command on BICs communication and have difficulties in the reading and writing comprehension. Students still need to improve CALP.

The patterns across the NYSELAT modalities affect instructional decision school wide because it is a noted trend school wide, that reading comprehension and writing are an overall need. The school had addressed this issue through various initiatives to promote reading and writing throughout the ELL population as well as the rest of the school.

In the Free Standing ESL program, the students are moderately proficient in speaking and listening but are below proficiency in reading and writing as evidenced by the daily interactions of Ms. Taylor, ESL teacher.

Part VI: LAP Assurances

School Name: 301

School DBN: 13k301

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim McPherson	Principal		
Tricia Hazlewood	Assistant Principal		
James Reaves	Parent Coordinator		
Lorraine Taylor	ESL Teacher		
T. Francis	Parent		
A. Nyarko/Sp. Ed/ELA	Teacher/Subject Area		
K. Schrup/Sp. Ed./Math	Teacher/Subject Area		
	Coach		
	Coach		
Jennifer Denton	Guidance Counselor		
	Network Leader		
Terisita Perlaza	Other <u>Spanish Teacher</u>		
Stacey Bradshaw	Other <u>Speech/Language Tchr</u>		
Mr. Ghali	Other <u>Teacher</u>		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13k301 School Name: Satellite East

Cluster: 1 Network: 112

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.

At the beginning of each academic year any new students entering the New York City school system, specifically MS 301-Satellite East for the first time completes the HLIS form as a part of their Registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and the DOE Blue Cards are distributed to every students home inquiring about preferred oral and written language for their communications. Of the 167 students this year, parents speaking Spanish, Bengali, and Fulani have asked for translation of written documents. All DOE communications (HLIS, Parent Brouchures, Entitlement letters, Non-Entitlement letters, Continued Entitlement , ect) already come translated and are provided in the appropriate and requested languages. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, and Arabic for any parent calling in, or coming in for information about their child.

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.

Once the Parent Survey and bluecards are returned to the school the information is turn-keyed to the SLT, who complies a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. There are two families that require oral and translation services at our school in Bengali and Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical and non-pedagogical staff members, as well as by the office staff, Dean, Guidance Counselor. In addition, parent volunteers can also provide oral translation in Arabic and Spanish. Other languages are available for translation using the New York City Department of Education Language Interpretation Services.

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.

All DOE documents and parent notifications are translated and provided in Spanish, Bengali and Arabic. A sign is posted at the front of the school in various languages, indicating that translation services are available. DOE Translation and Interpretation Services are available upon request for languages other than those supported by school staff.

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>.

Sinage in building and Parent Bulletin boards display information about DoE interpretation services. This information is shared during all meetings with parents/guardians including Orientation sessions for new and incoming students.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Satellite East Middle School	DBN: 13K301
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: 17
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: The MS 301 Skill Builders Class will support English Language Learners in building and improving their skills in the reading and writing modalities. This program is needed based on the data from the 2014 NYSESLAT scores which resulted in an 85% of the ELL population in the school scoring at the lowest percentiles in the reading and writing modalities. This program will also support students in acquiring the necessary skills to display improvements in academic achievement and increasing scores in all state examinations this school year. The subgroups and grade levels of the students served are beginner, intermediate and advanced levels Our school's program will be comprised of Seventeen ELL students (all of the ELLs in our school). These students are from grades 6, 7 and 8. Seventeen ELL students will participate in the Supplemental Instructional Class-Skill Builders. Using the English 3D Program from Scholastic, dictionaries and glossaries in this class will give the ELLs the opportunity to practice reading and writing skills. The students will read and write articles about current societal issues and problems. Students will use higher order critical skills to provide solutions and choices to a variety of dilemmas. They will read and write about issues and present their thoughts to the group. Students will create portfolios of their best work. Students will also view various content area videos and complete teacher made video viewing guide to build comprehension skills and also create written summaries and essay based on the videos. This program will take place afterschool on Monday and Thursday from 3:00 pm - 4:30 pm beginning November 10, 2014 through May 7, 2015. All classes will be taught in English by Ms. L. Taylor the certified ESL teacher and our school's ELA teacher. The ESL and ELA teacher will work on reading and writing to increase the skill base of our ELL students.

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

Part C: Professional Development

Begin description here: Part C: Professional Development

The ESL certified teacher, Ms. L. Taylor will be participate in this study group along with of five lead teachers. Camilla Holmes, our network liason will facilitate this study group.

Workshop Series Topics/Dates and Time:

1. ESL Best Practices, Methods and Techniques for ELLs - 1/9/15 from 2:30 pm - 3:30 pm
2. SIOP Lesson Planning Best Practices for ELLs - 1/16/15 from 2:30 pm - 3:30 pm
3. Student Engagement for ELLs - 1/223/15 from 2:30 pm - 3:30 pm
4. Strategies to Improve Reading and Writing Skills for ELLs - 1/30/15 from 2:30 pm - 3:30 pm Based on teachers' survey results there is a need for strategies and best practices to support ELLs in all grade levels here at 13K301. The teachers, number of participants, and certification are below:
Math (1 teacher)
Science (1 teacher)
English Language Art (1 teacher)
Special Education (2 teachers)
will participate in this professional development series

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:

Part D: Parental Engagement Activities

The rationale for these activities is to empower parents and provide guidance and tools to support their children in improving their academic achievement (English Language Learners). Parents will be notified of these activities based on their selected language in written form, telephone calls and announcements during parent teacher conferences as well posters and flyers in various languages. The parent coordinator will assist the ESL teacher in communicating with parents. Ms. L. Taylor, ESL certified teacher will facilitate the parent workshops.

Workshop Series Topics/Dates and Time:

1. Parents as Partners for ELLs - 2/26/15 from 3:30 pm - 4:30 pm
2. School and Home Connection for ELLs - 3/5/15 from 3:30 pm - 4:30 pm
3. Parents as Partners and State Assessments for ELLs - 3/12/15 from 3:30 pm - 4:30 pm

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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	_____	_____