

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

DBN: (i.e. 01M001): 17K353
School Name: ELIJAH STROUD MIDDLE SCHOOL
Principal: TRICIA DELAUNEY

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tricia Delauney	*Principal or Designee	
Roxanne Sargeant	*UFT Chapter Leader or Designee	
Donna Maitland	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esmeralda Ramos	Member/ Parent	
Jennifer Darmanie	Member/Parent	
Twanya Johnson	Member/ Parent	
Ann Rollins Boyd	Member/Parent	
Annette McDonald	Member/ Staff	
Damian Mattis	Member/Staff	
Osmond Miller	Member/Staff	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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

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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

We envision our school as a community where students are actively engaged in the learning process through interdisciplinary, technology-based instruction, enrichment programs, extracurricular activities and the arts. We expect Students at MS 353 to tap into and develop their individual passions, in an environment that empowers them. Students develop good citizenship through community service projects where they proactively respond to needs within their community.

Given a rigorous and nurturing environment, students will be able to think judiciously and analytically, absorb useful information, discuss world events, pose thoughtful questions, and develop a sense of civic duty. Ultimately, students will be life-long learners who are able to perform, produce and compete effectively within the global marketplace of ideas.

Our mission is to promote and sustain high levels of academic achievement for all of our students, by knowing them as individuals and personalizing the learning process for each child. We provide learning experiences that capitalize on the full potential of each child and minimize discipline problems.

We will accomplish our mission by providing high quality Common Core standards based instruction in an environment that challenges students academically, allows them to explore their talents and interests, and offers intensive professional development for staff. All members of the school community will be held to the highest levels of accountability as we continue to build on partnerships with parents, teachers and community based organizations.

MS 353 is a middle school in the Prospect Heights section of Brooklyn, New York. Currently, we serve approximately 253 students from grades 6-8. It is a small school which opened in September 2005. This school is part of District 17 and is a Title I school. Sixty eight percent (68%) of the student population is entitled to free or reduced lunch. The staff includes the Principal, Assistant Principal, 20 Teachers, 4 Para Professionals, 1 Secretary, 1 Guidance Counselor, 1 Parent Coordinator, 2 Family Assistants, and 3 School Aides. One hundred percent (100%) of the pedagogical staff is fully licensed.

The school climate is collaborative and comprised of a dedicated community of learners. Led by the Principal, Assistant Principal and teacher leaders, all members of the school community are actively involved in the education of our children and have been extremely supportive. All staff work collaboratively and have a strong commitment to improving student achievement. In addition, we are committed to strengthening our instructional, administrative and support staff teams to promote sustainability and build leadership capacity.

The school is housed on the third floor of a building containing an elementary school with grades Pre K through 5. There are three grade six, three grade seven and three grade eight general education classes. There are two self-contained special education classes with one containing students in grade 7 and the other containing students in grade eight. There are 63 IEP students and 12 ELL students. These students are mainstreamed in age appropriate grades and all students have access to a full time guidance counselor.

The school community is culturally diverse with students and their families speaking a variety of languages, including English, Spanish, and Haitian Creole. The school is one of two schools on a campus which partners with community based organizations to provide a variety of skill development and enrichment

activities for students and families. There are collaborations with Medgar Evers College, CITE, NOBLE Mentoring Program, NY Historical Society, Brooklyn Public Library, New York Cares, Sports and Arts Foundation, and the Center for Nursing and Rehabilitation.

To provide all students with high quality learning experiences, the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of Common Core curriculum materials in all subject areas. In addition, our school provides a variety of day and after-school services that address the academic as well as social and emotional needs of our students. These include AIS push-in and pull-out programs, advisory, and peer mediation.

Professional Development initiatives are in place to support teachers develop and implement rigorous, engaging, needs-based, and Common Core standards-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Teacher Leads, as well as consultants from CITE and CFN 605 Instructional Specialists. Our primary goal is to enable all teachers to be effective in improving student achievement.

The percentage of students scoring at proficiency level 3 or better on standardized assessments in English and math is 5%. This was a 2% increase from the 2012-2013 school year. With these gains, MS 353 is a school with a clear need for additional supports and structures that will maximize learning for all students.

However, our Students with Disabilities are performing at the 3% proficiency level for ELA and math. We have failed to make AYP for this accountability group for three consecutive years (2010-11, 2011-12, and 2012-13) on the same performance criterion. Based on this data, we have realigned our special needs programs.

Analysis of the data concerning English Language Learners indicates that the school needs to continue to focus its efforts on improving instruction for all students. Of a total of 12 ELL students, five are at the beginner level, five at the intermediate level and two are at the advanced level. Results show that students scored higher on the listening and speaking portions than on the reading and writing portions.

There is a strong and direct emphasis on performance as evidenced by data gathered. From the students to the administration, there is a constant evaluation of progress through regular reflection on improvement due to the data gathered from such assessments. The students are able to track their own performance; the teachers are able to design their lessons with the strategies and skills needed to meet the needs of all students, including students with disabilities and ELLs. The administration is able to make decisions on allocations and programming by using such data on student progress.

Based on recent assessment data, critical thinking needs to be emphasized across the grades. The majority of our students require extra instruction and practice in this area. As a result of this need, we developed our goals to strategically address this.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The analysis of the school’s 2014 Progress Report issued by New York ‘City Department of Education revealed that at least 95% of students were performing proficient standards in English Language Arts (ELA) and mathematics. In addition, the pre-assessments showed gaps between students’ thinking and the expected standards of performance. As a result, we have prioritized math and ELA instruction with specific focus on our at-risk students.

Part 2 – Annual Goal

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

By June 2015, there will be at least 5% increase in ELA student performance across all grades as evidenced by, student coursework and benchmark assessment, pre and post unit exams.

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>
1. Students will be introduced to and will implement various note taking techniques which affords them the opportunity to connect their classroom experiences to real-world situations.	Grades 6-8 Students	September 2014 – June 2015	4. Administration, Teachers, Network Achievement Coaches, Teachers
2. In aligning our teaching practice to the Danielson’s Framework for Teaching, students will be provided with multiple points of entry through teaching strategies such as guided practice, small group instruction, whole class	Grades 6-8 Students	September 2014 – June 2015	1. Administration, Teachers, Network Achievement

modeling and group discussion.			Coaches, Teacher
Students will be exposed to and engaged with targeted strategies and tools that are common core aligned as demonstrated by the instructional shifts, performance tasks and rubrics.	Grades 6-8 Students	September 2014 – June 2015	1. Administration, Teachers, Network Achievement Coaches

Part 4 – Resources Needed

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

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a mathematics and ELA afterschool program and an expansion of student center resources, to offer students added opportunities for independent problem solving activities. CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool mathematics and ELA programs. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use ARIS, EngageNY, and Common Core Learning Standards Library to aid in strengthening practice.

Part 5 – Budget and Resource Alignment

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

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

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a Professional Development Institute to provide additional supports to teachers instructed practices

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.

Mid-Year Review, January 2015

Benchmark Check-In March 2015

End of Year Progress Monitoring – June 2015

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Online Occurrence Reporting System (OORS) data revealed that in October and November there was a total of 17 student removals/suspensions. In addition, formal and informal observations, needs assessments and conferences indicated that levels of student engagement needed to be improved school-wide. As a result, of the high levels of disruptions across classrooms there has been a decreased in instruction time to impact student learning. Administrative time has been used for managing student behavior which results in loss of time to conduct organizational responsibilities. With the implementations of the PBIS program there can be an enhancement of the school environment as it relates to overall performance and operation.

Part 2 – Annual Goal

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

By June 2015, all teachers will be trained to implement Positive Behavior Intervention Support (PBIS) a prevention model designed to create and sustain positive school climate. Effectiveness will be demonstrated by improved student- to student and adult-to- student engagement, evidenced by 50% reduction in classroom removals/suspensions and incidents resulting in higher levels of instructional outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	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>
<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 			
<ol style="list-style-type: none"> 1. Provide in service training for all school staff. Selection of PBIS supports coach of consultant to provide additional support and resources to staff throughout the process. 2. 	All Teachers	September 2014 and November 2014	Network Talent Coach/PBIS Trainer, Dean of Discipline, School Safety Liaison, Data Specialist, School Administration
<ol style="list-style-type: none"> 3. Increase instructional time by utilizing preventive measures of deescalating disruptions which will result in lower incident levels. 	All Teachers	November 2014 to	Teachers, Student Leaders, and

4.		June 2015	Administrators, Dean of Discipline
5. Development of teacher teams to work collaboratively to analyze student data, derive next steps and replicate shared best practices.	All Teachers	November 2014 to June 2015	Teachers, Administrators, Student Leaders, other Community Stakeholders, Dean of Discipline
6. Creating structured incentive procedures for intervention and prevention program to foster behavior among all students.	All Teachers	December 2014 to June 2015	Teachers, Student Leaders, School Administration, School Counselor, Dean of Discipline

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.

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

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support PBIS program and an expansion of student center resources, to offer students added opportunities for student incentives. CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool materials. In addition, with funding from our Title I Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use PBIS to aid in strengthening practice.

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:

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

1. By January 17, 2015 at least 50% of teachers will be trained to implement the PBIS program in their classrooms.
2. By March 17, 2015 all teachers will be trained to implement the PBIS program in their classrooms
3. By June 2015, student engagement will be improved as evidenced by fewer classroom incidents and student removals/suspensions

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

There is a need to improve student achievement by promoting high levels of thinking and discourse across disciplines. For the past two (2) years, teachers have been struggling with engaging the students in discourse without the mediation of the teacher. In addition, student voicing questions about the work to further their learning was void. Formal and informal observations revealed that many teachers were developing best practices in this area and we believe if teachers are able to effectively demonstrate this component students’ academic progress will be increased based on data gathered from Advance and the 2014 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 – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 85% of teachers will receive an effective rating or higher or at least an effective rating on Domain 3 component Danielson’s Framework 3b-Using Questioning and Discussions techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Educators are scheduled for at least two off-site professional development sessions per semester). Teachers self-assess utilizing the Danielson Framework for Teaching-Domain 3B. Teachers will participate in workshops with a concentration on effective questioning techniques using the Danielson Framework rubric as a guiding tool and by examining and analyzing student work.	Teachers	September 2014	Administration, Network
We will strengthen the common language and understanding of what quality teaching looks like by deepening the school community’s comprehension of Charlotte Danielson’s <i>Framework for Teaching</i> . During formal/informal frequent cycle observations questions will be assessed for promotion of thinking and the ability to draw all students into the discussion. In addition, questions will be assessed to ascertain	Teachers	October 2014	Administration, Network

whether they are higher order questions that push students to analyze, theorize, and create opportunities to further students learning.			
Teachers use effective text-dependent questioning utilizing Hess and Bloom as guidelines for their creation. Teachers collaborate to develop Common Core Learning Standards (CCLS) aligned units, lesson plans, CCLS aligned student tasks, evaluate student work using aligned rubrics, and provide feedback on next steps that will enhance student achievement. Subgroups across content areas meet weekly in Professional Learning Communities to discuss best instructional practices.	Teachers	December 2014	Administration, Network & CITE
Teachers will ground students' reading writing, discussions with evidence from the text. Students will be observed using higher level questioning techniques "Accountable Talk" stems to deepen the discussions and develop critical thinking skills. Benchmark, Interim, Pre and Post assessments will be created to evaluate students' progress on questioning and discussion techniques.	Teachers	December 2014 to June 2015	Administration, Network & CITE

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>The master program will create teachers teams to meet daily</p> <p>There will be weekly subject meetings</p> <p>Subgroups across content areas meet weekly to discuss best instructional practices.</p> <p>Teachers collaborate to plan units, lesson plans, evaluate student work and provide feedback on next steps that will enhance student performance in questioning and discussion techniques.</p> <p>Teachers visit model rooms off site to note best practices on component 3b.</p> <p>Teachers will focus on providing differentiated strategies and sufficient scaffolding to ensure that students of varying academic levels are able to ask and respond to various questing and discussion techniques.</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
CFE and other funds will be allocated to support the purchase of additional instructional support. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite instructional leaders and specialists from research successfully proven to enhance projects/tasks linked to the selected CCSS standards.									

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:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<u>Mid-Year Review, January 2015</u>				
<u>Benchmark Check-In March 2015</u>				
<u>End of Year Progress Monitoring – June 2015</u>				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

For the 2013-2014 school year, based on the Principal’s Performance Review, effective leadership was noted in the following areas: adopting common core aligned curricula, providing all learners with access to academic tasks that promote college and career readiness, making organizational decisions that were aligned to the instructional goals, and creating a culture of respect and trust that fostered opportunities for academic and social emotional growth. The areas that leadership needed to improve in were the following: deepening the work on questioning techniques and discussion protocols to promote high levels of students thinking for all learners, strengthening the school’s assessment practices to make necessary adjustments to meet all learning needs and refining the tracking of school-wide goals and action plans to improve teacher practice and student learning outcomes.

Part 2 – Annual Goal

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

By June 2015, at least 75% or more teachers will rate the school leaders as effective managers who make the school run smoothly as measured by the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • School leaders will proactively conduct analysis of assessment data -Via Jump Rope/ Schoolnet and student work products. A timeline will be created for teachers to have all student data entered in online academic tracking systems 	All Teachers	September 2014-June 2015	Administration, Teacher Leads

<p>such as STARS and Jump Rope (i.e. end of each month)</p> <ul style="list-style-type: none"> • School leaders will consistently collect generated and hand-in reports/data files on student academic progress and student outcome at the end of every month. • In addition to the report, teachers will submit a "data reflection sheet" illustrating next steps and action plans for impacting student learning outcome. • Information gleaned from data will be shared during data team meetings (Utilize teacher team calendar to identify dates for data team meetings). School leaders will implement systems that memorialize findings from data team meetings during cabinet "time". Utilizing a template to make future implications for the school (i.e. type of assessments, curriculum, pedagogical approaches) 			
<ul style="list-style-type: none"> • Professional development sessions and plans will identify two resources to support the structuring of Professional Development, the last break out session on the school team training (data stored on flash drive and the PL handbook. • School leaders will conduct periodic cycles of Needs Assessment for PD plan. This feedback will be used to create the agenda for future PD sessions for teachers and staff. • 4-6 week cycles of structured PD plan based on feedback from frequent cycles of teacher observation (formal and informal) and ADVANCE data. Each week will build on the vision of the larger PD Plan. • School leaders will foster collaborative sessions by utilizing an embedded accountability tool for each week of PD session. For example, each team has an identified team/group leader responsible to email you a "deliverable" at the end of each session. Data gathered from these "deliverables" will be used to impact school structures. • At the conclusion of the cycle, future observations will reflect the impact of varying components of professional development. • School leaders will use the ADVANCE Teacher Level Report to look for trends in the data for areas of development on a school wide level, 	<p>Special and General Education Teachers, Related Service Providers, Paraprofessionals</p>	<p>September 2014 –June 2015</p>	<p>School Administration, PD Specialists, Network Talent Coach and Support Team</p>

<p>across content area, etc</p> <ul style="list-style-type: none"> Use data to make future PD decisions (Dec/Jan Observation schedule should have a corresponding cycle with PD plan. (ex. 4 or 6 week cycles) 			

Part 4 – Resources Needed

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

Professional Development Support Team will work collaboratively with administration to design required next steps. School schedules include allotted time for professional development sessions and collaborative workshops for all educators.
 Subgroups of educators will meet weekly and biweekly to develop plans for implementing best professional and instructional practices.
 School’s budget will be adjusted to support professional development funding.
 Continuous feedback and Needs Assessment are conducted to generate frequent cycles of varying PD sessions to meet the individual needs of all teachers/educators.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Every ADVANCE cycle 6-8 weeks
Mid-Year Review, January 2015
Benchmark Check-In March 2015
End of Year Progress Monitoring – June 2015

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on schools Learning Environment data, parents were at least 95% satisfied with the instructional core systems in place for school improvement as well as the school culture.

Part 2 – Annual Goal

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

By June 2015, there will be an increase in parent engagement and involvement based on mutual respect and empowerment. Through the collaborative partnership of parents, school, community, and students, we can increase and impact individual student outcome at Elijah Stroud Middle School as measured by: parental attendance and participation in school activities, meetings, etc.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents will be provided with on-going workshops that will build their understanding of both the academic and social-emotional development of their child. In addition, Parent Coordinator will engage in training to facilitate and forge stronger relationships with parents and families. Workshops will include agenda topics such as Understanding the Common Core Learning Standards, Anti-bullying, Cyber-bullying, Gang Violence and Prevention, Providing Academic Support for my Child at Home. Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)	Parents, Guardians, Families, other Community Stakeholders		

<p>In ensuring that parents have access to their child’s academic progress the Elijah Stroud website will be used as a tool to provide updates and additional information on all school systems. The school will provide daily, weekly, and monthly written publications to expand parent outreach and empowerment. The school website will provide the following 24 hours daily access to parents: homework assignments, curricula, teacher and student profiles, email access to teachers, administrators and other school personnel. Hosting school events such as Curriculum Fairs, Dads Walk Your Child To School, Bring your Parent to School Week, Parent-Teacher Conferences, Mother’s Day Celebration, Grandparents Day, Family Game Night</p>	<p>Parents, Guardians, Families, other Community Stakeholders</p>		
<p>Parents will be provided with tools such as JUMPROPE that informs them of the school’s academic systems and daily access to their child’s progress reports, report card data, and mastery of common core learning standards. The school will also foster parental involvement by offering technology based workshops on topics in literacy and numeracy to support high achievement by all students. Thus parents will be supported in understanding topics such as the new Common Core State Standards and State and City assessments. They will learn how to monitor their child’s progress and use all of the above strategies to strengthen the home-school connection in teaching and learning. Workshops will be held with focuses on ARIS and E-Chalk to help monitor children performances, progress and areas requiring improvements</p>	<p>Parents, Guardians, Families, other Community Stakeholders</p>		
<p>Parents will be exposed and engaged in on-site collaborative family events to build a sense of community and foster a consistent positive partnership with all parties. Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)</p>	<p>Parents, Guardians, Families</p>		

Part 4 – Resources Needed

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

The common purpose of actively engaging our

The common purpose of actively engaging our parents and families is to foster strong community ties through a collaborative partnership with all stakeholders. School works with Parent Teacher Association to collect data in the form of feedback to assess needs of our families/parents. Title 1 budget allocations will be used to purchase materials/resources to support parent engagement and involvement. Combined PTA budget and fundraising efforts will be supported by allocated funds for improving partnership. School’s program will be adjusted to schedule meetings and workshops for parents on topical issues to support the education process and family life dynamics.

Part 5 – Budget and Resource Alignment

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

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

Fiscal resources will be used to implement a Career Speakers series, purchase reference library materials for research on careers of interest to students, and fund trips to local businesses.

Further, per session and per diem payments will be made for day and afterschool technology training and career mentoring sessions hosted by selected staff members. In addition, the school will be programmed to insure that all students are afforded opportunities to engage in career development activities, via special assemblies or Open House events.

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:

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

Mid-Year Review, January 2015
Benchmark Check-In March 2015
End of Year Progress Monitoring – June 2015

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The classes are designed to help students perform well on the New York State English Language Arts Assessment. The students prepare for the exam by examining literary essays, responding to oral readings, identifying an author’s purpose and craft, and distinguishing various genres. These activities give students an opportunity to enhance their skills and increase their knowledge of various genres and authors. Intervention strategies will also include opportunities for students to revise writing for improvement, with clear and consistent expectations for daily writing in every content area.	Instructional films and videos that support curriculum content; oral and written reports on reading informational text; ongoing conferencing using CCLS aligned rubrics as self-assessments; Use of online computer programs such as iWrite and Study Island used in afterschool instruction; utilization of the Four Square Method of scaffolding information for writing essay and other responses; pre-writing activities; journal prompts and impromptu essays; reading of novels, magazine, newspaper articles and nonfictional text; selection and use of individualized reading material; citing textual evidence to support constructed responses;	Baseline data collection; Direct formal and informal observations utilizing; curriculum based assessment; progress monitoring; scaffolding strategies; Cooperative Groups; small group tutoring	Intervention activities are done via daily push –in and pull-out programs and an after school component that enforces literacy academic skills/strategies. In addition, Saturday Academy has a component where target students are grouped and intervention is done based on their specific needs. Lunch and Learn is done through an interdisciplinary collaborative effort that targets specific students.
Mathematics	The classes are designed to enhance students’ readiness	AIS is designed to enhance students’ readiness for the New	Baseline data collection; Direct formal and informal	Intervention activities are done via day push-in and pull-out

	<p>for the New York State Assessment in mathematics. Students get to review topics they have learned in math class. Most math test has more than one kind of question. The questions will help students find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and longer writing problems. Students will be asked to solve a problem, show their work, and explain what steps they took or why they think the answer is correct.</p>	<p>York State Math Assessment and introduce them to the Common Core Standards in math. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and extended writing problems. Students are asked to solve a problem, show their work, explain what steps they took and state why they think a particular answer is correct. They use a variety of software programs to reinforce numeracy skills. Represent problem structures in multiple ways; Performing calculations with speed and accuracy; Raising questions and formulating conjecture; multiple approaches to problem solving; examples connecting math to real world; use of manipulative; use of computer/online resources-Castle Learning and Acuity; CCSS aligned workbooks</p>	<p>observations utilizing; curriculum based assessment; progress monitoring; scaffolding strategies; Cooperative Groups; small group tutoring</p>	<p>programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped and intervention is done. Lunch period tutoring provided to targeted students.</p>
<p>Science</p>	<p>Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and</p>	<p>Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate</p>	<p>Baseline data collection; Direct formal and informal observations utilizing; curriculum based assessment; progress monitoring; scaffolding strategies;</p>	<p>Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped</p>

	<p>cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions will be used to ascertain their ability to apply their knowledge of science. Students will also work on science vocabulary terms. This will enhance their reading for comprehension</p>	<p>interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects. Scientific hands-on experiments; citing text/scientific details to support responses; use of audiovisuals aides; project based learning; small group activities; scientific calculations using speed and accuracy; constructing 3-D models</p>	<p>Cooperative Groups; small group tutoring</p>	<p>and intervention is done. Lunch period tutoring provided to targeted students.</p>
<p>Social Studies</p>	<p>Students who score poorly on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher, the Librarian, and the technology specialist. In accordance with the "Information Fluency Continuum," effective library practices will enable students to explore content deeply, pursue their own academic interests and engage in inquiry through intensive research.</p>	<p>Students who are not proficient on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher and the technology specialist. Students explore content deeply, as they pursue topics of interest and engage in inquiry through completion of projects. Citing textual evidence in writing; supporting arguments using facts, historical facts, and logics; scanning techniques; reading informational text; Show films, filmstrips, or videotapes; give oral reports; written reports on readings; constructing models; debates; student led discussions and</p>	<p>Baseline data collection; Direct formal and informal observations utilizing; curriculum based assessment; progress monitoring; scaffolding strategies; Cooperative Groups; small group tutoring</p>	<p>Students receive services via day and afterschool intervention programs. . In addition, Saturday Academy has a component where target students are grouped and intervention is done on a smaller scale</p>

		debates; graphic organizers to scaffold writing.		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students have access to a counselor as needed. One to one and group counseling are offered.</p>	<p>Problem solving techniques; oral and written self- analysis and reflections; service learning projects; long and short term goal settings; Girls Talk and Gentlemen’s Club; Social Justice Club; NOBLE Men Mentorship Organization; in class social and empowerment activities; Student Assembly’s Agenda focus on anti-bullying/cyber bullying; delayed gratification techniques; use of self-calming Techniques; peers counseling and mediations.</p>	<p>All students have access to a counselor as needed. One to one and group counseling is offered. In addition, the guidance counselor coordinates an advisory program as part of day school intervention activities for students.</p>	<p>Students receive services via day and afterschool as necessary.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The school attracts highly qualified staff. Through postings on the school's portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, we have been able to staff our school with pedagogues in all areas of need.

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).

- . Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed
- Administrator will collaborate with the Network's Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary
- Staff will continue to receive on site professional development support from administrator, 3 instructional Leads, Network Instructional Specialists and peers
- Administration will continue to develop teachers' instructional practice by utilizing a research based framework for performance evaluations

Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS, Danielson's Framework and student achievement standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The School Improvement Team is consisted of both administration and teacher leads from core subjects who engage in discussions/workshop sessions creating annual assessment calendar. The Curriculum Team (teachers and administration) meets weekly to unpack resources, develop and strengthen curricula utilizing updated school/student data. During Profession Learning Community meetings teachers engage in activities with agendas focusing on developing assessment for instruction and share best practices and instructional strategies to strengthen current practices. Teachers collaborate on subject and grade levels to design instructional assessments based on Units of Study, progress report and HSST data. All assessments are aligned to the Common Core Learning Standards and rubrics are used for scoring student work.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	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.
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		allocation amounts.)	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:

2. 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.
3. 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:

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

7. **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.
8. **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.
9. **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:

10. **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.
11. **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.
12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 17	Borough Brooklyn	School Number 353
School Name Elijah Stroud 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 Tricia Delauney	Assistant Principal Osmond Miller
Coach Annette McDonald	Coach type here
ESL Teacher Olga Ushitskaya	Guidance Counselor David Smith
Teacher/Subject Area Annette McDonald/ELA	Parent Marcia Williams
Teacher/Subject Area Stephanie Vazquez	Parent Coordinator Onisha Brown
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	265	Total number of ELLs	14	ELLs as share of total student population (%)	5.28%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in							3	1	2					6
Pull-out							6	6	6					18
Total	0	0	0	0	0	0	9	7	8	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	7	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
Dual Language										0
ESL	7	0	1	7	0	3	0	0	0	14

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	7	0	1	7	0	3	0	0	0	14
Number of ELLs who have an alternate placement paraprofessional: <u>4</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
Spanish														0
Urdu														0
Haitian														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							5	3						8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	2					3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3							3
TOTAL	0	0	0	0	0	0	8	4	2	0	0	0	0	14

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)							3	4	1					8
Intermediate(I)							2							2
Advanced (A)							3		1				0	4
Total	0	0	0	0	0	0	8	4	2	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	4	2			6
7	2				2
8	1				1
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	5	1	2						8
7	2	2							4
8	1								1
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	1								1

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.
Students are assessed utilizing the Reading-Level Indicator and then a deeper analysis is conducted utilizing the DRA. These assessments inform instruction by providing accurate information on the students independent reading level as well as the instructional reading level. In addition, the ESL instructor uses the DRA to understand students ability Rhyming, alliteration, phonemic awareness

Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication. Also students' reading fluency, as well as contextual reading, vocabulary, comprehension, and reading engagement skills are also measured in the test. The results of these assessments provides data for the ESL teacher to determine the priorities in her instructional practice. Based on the assessment results the ESL instructor provides leveled corresponding to the DRA levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data results from the students who are assessed by the LAB-R show students below level with a need of 360 hours or more of ESL services. NYSESLAT results reveal students with 1 to 3 years of ESL services show progress in listening and speaking, while reading and writing skills are still emerging. These students are assigned individualized work on their reading level. Additionally, students are provided at-home and school practice to acquire grade appropriate reading and writing skills. Students receiving ESL services from 4 to 6 years often achieve proficiency in listening and speaking, while reading and writing skills are approaching proficiency standards.
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 [AMAQO tool](#))
The 2013 NYSESLAT combined sets analysis has not been released by SED as of 12/11/2013.
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?
 - a).The patterns across proficiencies and grade levels reveal that 7/8 grade 6 students, 4/4 grade 7 students are beginners. While one grade six and one grade eight student are on the intermediate level. In comparison to the native language speakers, ELL students faired similar to native language speakers in terms of scale scores ranging from 189-289 on the 2013 NYS Common Core ELA assessment. Based on the 2013 NYS Common Core data, all of our ELL students performed comparably to their native language peers.
 - b).Teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that:1). teachers provide students with opportunities to be involved in purposeful conversations. All language modalities are incorporated into the lesson - for example group discussions, journals etc 2). There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students; 3). The instructional lead works closely with teachers to support rigorous instruction/
 - c).Periodic assessments in all academic disciplines are used to develop curriculum and differentiate instruction. Students receive additional support in their native language from a Spanish-speaking teachers (in the classroom and after-school) and other staff members. . ESL library includes bilingual books and dictionaries that students can used for classroom and at-home practice.
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?
Instruction in different disciplines is differentiated depending on students' proficiency in their native language. For students with strong reading skills in their native language, we offer a variety of instructional materials, especially in math and science classes. Students with pure literacy skills receive oral instructional support in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the entire program is measured by the NYSESLAT and State ELA scores. NYSESLAT results, state tests scores, and school assessments are used to evaluate the effectiveness of the ESL program. In the school year 2012-2013, most of our ESL students showed improvement on the NYSESLAT. Out of eight ESL students enrolled in our school, one student attained the proficiency level and exited the ESL program; one student improve done level up (from beginner to the intermediate level); two students demonstrated significant progress within the same proficiency range in listening/speaking and reading/writing modalities; four students reached proficiency level or made significant progress in speaking/listening. Some of our students are approaching proficeincy in mastering the NYS Common Core standards on the state ELA and Math assessments; an in some case, our ELL students are attaining higher scores than their English-speaking classmates.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon enrollment, students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent(s) and student by our ESL certified teacher and the Principal. This is done to provide an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to indicate what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit. Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the Language Assessment Battery Revised (LAB-R) to establish the child's English proficiency level. Students who score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLS. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB-R solely to determine native language proficiency. The administration of the LAB-R takes place within 10 days of the student's initial registration in the school. Within 10 days of registration parents are also informed of the date to attend a parent orientation.
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.
Within 10 days of registration parents are informed of the date to attend a parent orientation session. The orientation session is presented by the ESL teacher and the Parent Coordinator. At the orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language). The ELL Parent Information Case (EPIC) tool kit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation and they listen and watch a DVD showing programs offered. All materials are available in the nine major languages in our system. Any parent needing another language for this orientation process will be given a translator from the school or Translation Unit, to ensure complete understanding of the programs and choices. After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified if the forms are not returned within the time frame given.
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 [\[see tool kit\]](#).)
Our school honors parent choice and follows the mandates for providing a parent orientation. We serve our ELL families by monitoring whether or not we are meeting parents' needs as indicated on Parent Survey and Program Selection Form. If a newly arrived student scores below proficiency level on LAB-R, we send parents a note to invite them to an orientation session. At the orientation meeting the Entitlement letter, which is conducted within 10 days of admission, Parent Survey and Program Selection form are given to a parent. Parents fill out the forms on site and return them to the Principal. If parents need extra time to complete the forms, they are asked to return the forms within one week. Parents are notified if the forms are not returned within the time frame given. At our school, we familiarize parents of newly enrolled ELLs with information on the different ELL programs. In accordance with the state regulations, we place a newly arrived child in the language support program within 10 days and make a placement decision within 10 days. The placement decision is based on parent's choice.
Parent Survey and Program Selection Forms are stored in the binder in the main office and is accessible to our administration, Parent Coordinator and teaching staff. Information about our school's ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system. Our Parent Coordinator and school staff provide accurate BESIS information by comparing ATS reports with Home Language Surveys, LAB-R, and other documents containing information on our ELLs.
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.

If a newly arrived student Scores below proficiency on the LAB-R we give the parent the Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. Based on parent's response to the Parent Survey and Program selection Form, the child is placed in the language instructional program. In the entitlement letter we specify that the child's enrollment is for the current school year and continued enrollment will depend on his/her performance on the NYSESLAT.

To honor parent choice and educate parents about various language instructional programs, we keep the line of communication open. For our newly arrived students we arrange a mandatory orientation session in which we explain the difference between the freestanding ESL program, bilingual program, and transitional bilingual program. The orientation meeting is arranged within 10 days of admission. In the meeting, parents watch a video in their native language available at the DOE website, discuss the options with the ESL teacher, and complete a Parent Choice form. Our translators and bilingual staff members participate in the meeting to facilitate the conversation and translate the pertinent information into parents' native language. Our bilinigual staff members are instrumental in arranging the orientation meeting and maintaining follow-up communications with parents.

We maintain communication with parents of the students who have been enrolled in our ESL program for a few years. In the beginning of the school year parents get the continued entitlement letter and confirm their choice of the program by signing the letter. Our bilingual staff members make follow - up calls and provide insight into how our ESL program operates.

Parent Survey, Program Selection Forms, Entitlement and Continued Entitlement letters restored in the binder in the main office and are accessible to all staff members serving our ELL populations. Our ESL teachers keeps copies of Entitlement /Continued Entitlement letters in the binder.

Information in the ELPC screen in ATS is recorded within 20 schools days of enrollment and includes the date of LAB-R administration, whether the parent was provided with information about ELL programs, parent's choice of the program, and program placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As mandated by New York State, all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to evaluate English proficiency and determine continued eligibility in the program. All teachers proctoring and scoring the NYSESLAT have an orientation session and read the NYSESLAT administration manual. ELL students are informed about the NYSESLAT a few days before the test. The ESL teacher explains to the students that test is designed to show their progress in speaking, listening, reading, and writing areas. Parents are also be informed in writing of the dates of testing and the purpose of the test.

The school follows the NYSESLAT administration procedures to ensure that for components of the test (speaking, listenng, reading, and writing)are administered. All subtests are administered in a classroom cleared of all instructional materials; desks, shelves, and bulletin boards are cleared of books, maps, charts, and student work.

The Speaking subtest is administered to each student individually. The Listennig, reading, and Writing tests are group administered. The school follows the deadlines for each subtest.

School administration arranges a make-up test date to all students who are absent when the test is initially given. We follow the deadlines for the make-up tests. Last year, all ELL students were tested in four modalities.The test administration team follows the scoring procedures. Once scores have been entered on the machine-scannable answer sheets, we submit them to the scanning centers bydesignated date.

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. 

The school developed procedures to monitor trends in parent choice. For our newly arrived students we arrange a mandatory orientation session in which we explain the difference between the freestanding ESL program, bilingual program, and transitional bilingual program. Parents watch a video available at the DOE website, discuss the options with the ESL teacher, and complete a Parent Choice form. To ELL students/families who have been in the public school system for a few years, we send the continued entitlement letter in the beginning of the school year to remind them the students will stay in our ESL program for the current school year. In this letter we encourage parents to come to school and discuss and questions and concerns they may have.

In the school year 2013-2014, we do not have newly arrived ELL students. All our ELL students have been in the freestanding ESL program for a number of years. 8 ELL students transitioned from elementary school, where they were in the free-standing ESL program. One student came from a different state where he was enrolled in the freestanding ESL program. Parents confirmed their choice of language support program by signing the letter we sent them in the beginning of the school year. Our ESL teacher

contacted the ESL parents in the beginning of the school year to clarify how the free-standing ESL is organized and how the ESL services supports ELA and Math curriculum and instruction.

5 students have been enrolled in our free-standing ELS program for 1 or 2 years. Parents confirmed their choice of the language support program by signing the continued entitlement letter sent to them in the beginning of the school year. In addition to that, our ESL teacher had a phone conversation with each parents to provide a detailed explanation of how the freestanding ESL program works.

Over the past several years, parents have consistently selected the freestanding ESL program that we offer. When speaking with us regarding their choice of the language support program, parents have opted to enroll their children in the freestanding ESL program. Thus, the program is aligned with the parent requests.

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])?

ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and Native Language Arts (NLA) standards, core curriculum, and CCLS. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes technology such as ESL software, CD's with pre-recorded text, web-sites for ESL students, computer quizzes and graphic organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.
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)?

The organization of the staff ensures that the mandated instructional minutes are met because the ESL instructor's sole purpose is to service the ELL students with only 14 students in the ESL program there is enough time to support the students in a push in/pull out model. Students are placed in small flexible groups for targeted instruction based on LAB-R and NYSESLAT results. They are grouped according to proficiency levels as follows: Beginner (11 students); Intermediate (3 students); Beginner and intermediate students receive 360 minutes of ESL instruction per week. Instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts.

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

Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students. Explicit vocabulary instruction supports language acquisition. Graphic organizers and visuals are used as a tool to develop students' writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences. Teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that: 1) Teachers provide students with opportunities to be involved in purposeful conversations; 2). All language modalities are incorporated into the lesson - for example group discussions, journals etc.; 3). There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students; 4).The literacy coach works closely with teachers to support rigorous instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In order to monitor the progress of ELL students throughout the course of the school year, the ESL and classroom teachers use informal assessments in reading, listening, speaking and writing. The ESL teacher collaborates with the ELL child's classroom teacher regarding the student's progress, curriculum, available ESL materials, testing concerns and ESL methodology. Through shared rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests, the ESL teacher receives valuable feedback from other teachers regarding the child's progress, both academically and socially within the mainstream class
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. To support students with Interrupted Formal Education (SIFE), MS 353 will administer a variety of tests in order to accurately determine students' strengths and areas of challenge. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on language acquisition, sight words, and vocabulary development to help students become beginning readers.They will use simple computer programs to develop listening comprehension and basic reading skills. They will also receive additional services in language acquisition via tutoring in our extended day and after- school program. Counseling services will be an integral part of this skills building program.

b.Newcomers, students with less than three years in the US, constitute a small portion of our classes at MS 353. When a new student is registered, we provide an informal student orientation, and a buddy system that will assist the student during the day. Newcomers receive intensive instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in the classroom with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who have been given professional development in best practices for ELLS.

c. The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process

and uses graphic organizers to assist students in sequencing and organizing their writing projects.

d. Our plan for long term ELL students will include targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL students will read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing – will be emphasized. Long term ELL students will also attend the After-school Enrichment Program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day, extended day and after school academic intervention programs, long term ELL students will participate in a broad range of activities that promote literacy and mathematic skills

e. Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students'IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom..

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?

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

Our ELL-SWDs receive all services mandated on their IEPs. Our school provides various opportunitis for students with special needs: we have one self-contained class on each grade level, as well as opportunity to learn in the least restrictive environment. SWDs who learn in our mainstream classrooms receive additional academic and behavioral services mandated on their IEPs. This school year, we have ELL/SWDs in our mainsteam and self-contained classrooms. In addition ESL, get speech services and counseling in accordance with their IEPs. ESL services are also provided in accordance with students' NYSESLAT scores. We do not have SWDs whose IEPs recommend bilingual instruction. In self-contained classrooms, paraprofessionals assist students in assessing and following the teacher's direction.

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?

All ELL /SWD are enrolled in our pull-out ESL program and receive mandated ELL services. The ESL teacher monitors the academic progress and language development of those students. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services. Further, the after-school tutorial program is also employed as a support for children with IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

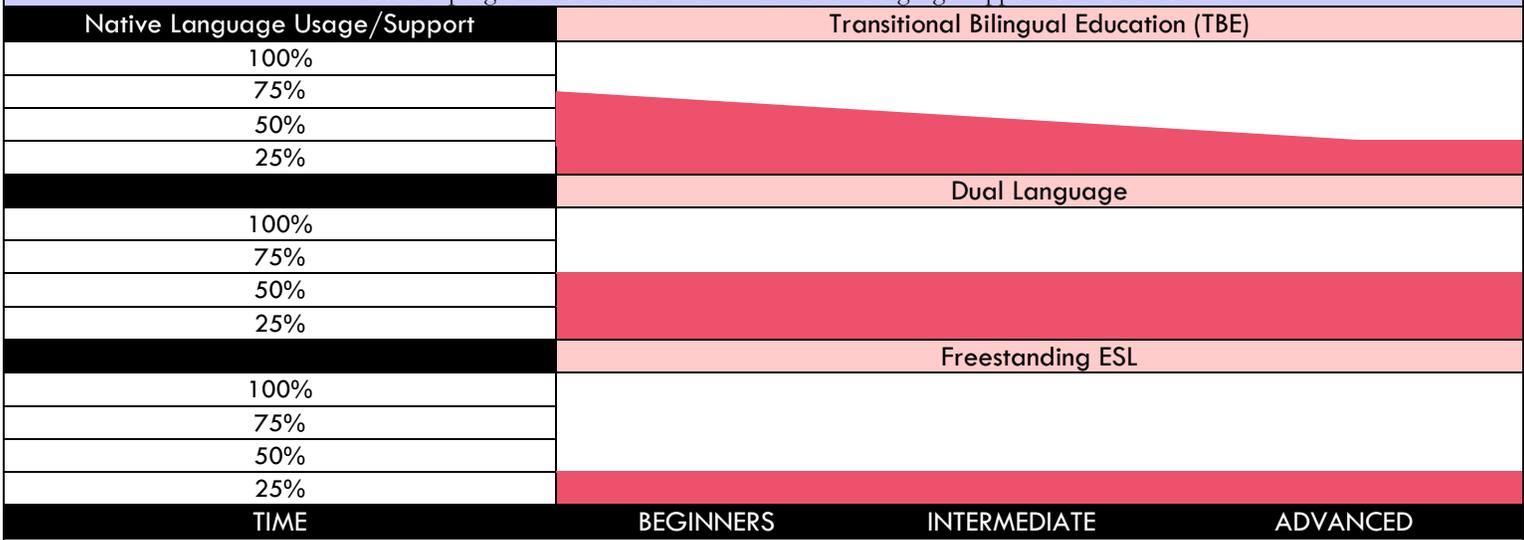
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- For the current school year, we offer a sequence of intervention services that are designed to meet the needs of our students. Our ESL teacher and content area teachers provide additional intervention services for targeted students. All content area teachers (including ELA, MATH, and science teachers) participate in the AIS program. The AIS program has push-in and pull-out components. All content area teachers provide AIS services three times a week. In addition to the AIS program, ELL students are enrolled in the extended day and after-school programs to get extra support in math, language instruction, and other content areas. All intervention programs are designed for small groups of students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is adequately effective. NYSESLAT results, state tests scores, and school assessments to evaluate the effectiveness of the ESL program. Our ESL program meets the content development by ensuring that the ESL teacher meets frequently with other content area teachers to insure alignment and mastery of the Common Core learning standards. Language benchmarks are created and every six-eight week cycle students' oral skills are assessed to determine progress. In addition students who are Native Spanish speakers 8/14 ELL students are able to participate weekly in a Spanish club.
11. What new programs or improvements will be considered for the upcoming school year?
- For the 2013-2014 school year, we redesigned the AIS program (see question 9); added Spanish as a foreign language and Spanish club). Our ESL students benefit from getting additional instructional support. There will be greater focus on differentiation of activities to match the proficiency levels of ELL students. In addition, the common core standards will be infused into instructional tasks and two new technology software programs (Reading Assistant and Expert Space) will be used to enrich reading and writing skills by providing multiple opportunities for independent practice in all core disciplines. Further, each ELL student will have access to a desktop computer that supports guided as well as independent work in reading, writing, listening and speaking.
12. What programs/services for ELLs will be discontinued and why?
- For the school year 2013-2014, no service or programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are offered ESL content area instruction aligned with NYC and NYS Common Core Learning standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition, our instructional program offers all students, including ELLs, grade and age appropriate day, extended day and after-school intervention services in literacy and math each week. Their program also includes electives such as art, drama, technology and advisory. The ESL students participate in the extended day and after-school and Saturday programs where they get additional instructional support in ELA and Math. The instructional purposes of those programs, the instructional materials and strategies are aligned with the CCSS. For the extended day and after-school programs, the school provides small group instructional model that makes it possible to work with each student on a personal basis. Parents of all our students, including the ELLs, receive a letter in which the extended day, after-school, and Saturday programs are described. In the letter, school administration encourages ESL students to participate in all extracurricular instructional programs offered at school. After that, our Parent Coordinator contacts ELL parents to ensure that they benefit from our extracurricular instructional program. All our ESL students participate in our newly designed AIS program, which is designed to provide additional support in ELA and Math. This year, most of our classroom teachers provide AIS services 3 instructional periods every week. The push-in/ pull-out and small group instructional model is used for the AIS program. Our teachers use daily common planning sessions to design a coherent interdisciplinary instructional program that include different disciplines and programs, such as ESL, AIS, extended day and Saturday programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side and Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus, a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The ESL teacher collaborates with bilingual teachers to determine when support is needed in content areas. Native language support is frequently provided by our ELA and social studies teachers in the mainstream classroom. Content area teachers provide written instructions and guidelines in students' native language to foster comprehension, academic and language development. In addition, ELL students use bilingual dictionaries and glossaries in all content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student. The ESL services correspond to our students' age and grade levels. The ESL curriculum for our intermediate and advanced students is developed in collaboration with our ELA and Social Studies teachers. The ESL teacher uses reading selections and writing assignments similar to those used in the ELA class; the ESL also provides additional reading and writing assignments that are on the same grade and difficulty level. For our beginner students, we use reading materials on the students' reading level and help our beginners develop strong reading and writing strategies.
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.
Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.
18. What language electives are offered to ELLs?
Spanish (foreign language instruction); Spanish clubs. All Spanish-speaking students are members of the Spanish club. They benefit from the additional language instruction provided in their native language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1; 2; 4: All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers' repertoire in scaffolding instruction for ELL students. Teachers are also encouraged to attend professional development offerings through the Office of English Language Learners and Regional Bilingual Education Resource Network (RBERN).

Our tentative Professional Development calendar for the 2013-2014 school year includes:

September 2013: Looking at ELL Data;

October 2013: Engaging All Learners in Instruction;

November 2013: Questioning and Discussion Techniques

December 2013: Selecting Appropriate Vocabulary for Word Study

January 2014: The Language of the ELA

February 2014: The Language of MATH

March 2014: Getting Ready for NYSESLAT

April 2014: What the Data Says...

May 2014: Looking Forward: Planning for September

This includes the 7.5 hours of ESL training provided by the Learning Support Organization and the (RBERN). Workshops include: Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, and Understanding the NYSESLAT and the Implications for Instruction. Teachers keep records in their binders.

3. The school provides services that help all our students, including ELLs, to transition from middle to high school. We have a comprehensive advisory program for seven-graders in which all our students, including ELLs, explore career opportunities. Our Guidance Counselor teachers advisory once a week. The school offers regular High School Articulation workshops conducted by our Guidance Counselor and teachers. Parents have an opportunity to familiarize themselves with various educational options, including specialized high schools and schools with comprehensive ESL and foreign language programs. We encourage parents to come to school and speak about school choices to assist in transitioning to high school. This year, we designed a High School Articulation workshop for ELL parents to assist them in the transition process.

D. Parental Involvement

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

1. To promote learning at home, all parents including the parents of ELL students are invited to participate in the PTA and all school-wide workshops. To support newly arrived families, the Parent Coordinator does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations and cultural events such as Culture Day, holiday concerts, curriculum fairs, award ceremonies and talent shows. They are also offered the opportunity to come to school on selected days to learn technology skills and view their children's performance data on ARIS. Four bilingual staff members provide translation services when needed. Bilingual staff members provide support in different languages, including Spanish and Haitian-Creole.

2. Our school established a partnership with New York Cares, a volunteer organization serving the NYC educational community. New York Cares helps us manage and enrich our field/trip program. Last year, volunteers participated in every trip and field day that school arranged for our students. When volunteers accompany join us, they provide translation services to our ELL students. Our parents are aware that New York Cares provides tutoring services to NYC school students. In addition, volunteers participate in NY Cares Day and come to us to plant flowers in the school yard, paint murals, and decorate hallways.

3. We use a variety of approaches to evaluate the needs of the parents. Among them are DOE school surveys and parent surveys conducted by school staff. We make every effort to ensure that parents complete the NYC School Survey to better understand our school's strengths and needs for growth. Parents are able to express their opinions on academic programming, school safety, and communication models. Our Parent Coordinator arranges workshops to help our parents complete the survey. In addition to the NYC School Survey, we use different forms and surveys to establish good communication with parents. Our Parent Coordinator created a parent survey to open a line of communication with parents. The Parent Coordinator asks a variety of pertinent questions: methods of communication, preferable time for school visits and workshops, and areas of desirable academic support. Parents fill out the survey and return to Parent Coordinator. Survey data are taken into account when designing our curricular and extracurricular programs.

To foster communication with parents, our school established an "open door" policy. We encourage parents to come to school at any time to offer assistance and discuss school-related questions.

ELL students report that they do not get much help at home as most parents do not read, write or speak English. To meet the language translation and interpretation needs of our students and their families, we utilize our bilingual school aides and teachers to facilitate parent conferences and telephone calls to families. We are able to send home notices in all applicable languages, including Spanish and Haitian-Creole. Our bilingual teachers and teaching assistants help to prepare our ELL students to meet assessments and accountability goals as set forth by DOE and NYSED.

4.

Our family outreach program is designed to meet the needs of students and their families, including ELL families. Parental involvement activities in our school include regular PTA meetings and school workshops; meetings with our Parent Coordinator for newly arrived families; orientation meetings with our ESL teacher; numerous school celebrations and cultural events. ELL parents are part of our outreach program. When they need translation assistance, our bilingual teachers and teacher assistants provide translation support in different languages, including Spanish and Haitian-Creole.

Our school designed a translation assistance program to serve the needs of our ELL population. We use DOE resources available in different languages and ensure that students take notices home to parents. By providing foreign language translators who will translate documents and notices in the language our parents speak and/or read we will empower them to help their children with homework, projects and other school activities. DOE translators and bilingual staff members will be called upon to translate documents into different languages when the need arises. We also use bilingual school staff members to provide written and oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Our translation assistance program is intended to enhance parental involvement in school activities and promote improved student achievement.

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.

School Name:**Elijah Stroud MS 353****School DBN: 17K353**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tricial Delauney	Principal		11/15/13
Osmond Miller	Assistant Principal		11/15/13
Onisha Brown	Parent Coordinator		11/15/13
Olga Ushitskaya	ESL Teacher		11/15/13
Nora Lopez	Parent		11/15/13
Annette McDonald/ELA	Teacher/Subject Area		11/15/13
Stephanie Vazquez/ELA	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		1/1/01
David Smith	Guidance Counselor		11/15/13
Lisa Gigoux	Network Leader		11/15/13
	Other _____		1/1/01
	Other _____		11/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K353 School Name: Elijah Stroud Middle School

Cluster: 6 Network: 605

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.

We use a variety approaches to evaluate the needs of the parents. Among them are DOE school surveys and parent surveys conducted by school administrators. We make every effort to ensure that parents complete the NYC School Survey to better understand our school's strengths and needs for growth. Parents are able to express their opinions on academic programming, school safety, and communication models. Our Parent Coordinator arranges workshops to help our parents complete the survey.

In our school, we use different forms and surveys to establish good communication with parents. Our Parent Coordinator created a parent survey to open a line of communication with parents. Parents Coordinator asks a variety of pertinent questions: methods of communication, preferable time for school visits and workshops, language of communication/translation needs, and areas of desirable academic support. Parents fill out the survey and return it to Parent Coordinator. Survey data are kept in the main office and taken into account when designing our academic programs and school events. To foster communication with parents, our school established an "open door" policy. We encourage parents to come to school at any time to offer assistance and discuss school-related questions.

To gather information on our students and identify their language needs, we use emergency cards. In the beginning of the school year all students complete the emergency cards, which include names and addresses of their parents/guardians, home and work phone numbers, and language spoken at home. Emergency cards are kept in the main office; they are accessible to all staff members. In addition to the emergency cards, our teachers keep index cards for the students they are serving.

We also use ATS records to analyze language needs of our parents.

In addition to the procedures designed for the entire school populations, we follow the procedures to identify our ELL students and provide necessary language support their families may need. To support newly arrived families, the Parent Coordinator conducts outreach workshops

for parents to indicate the areas of need. Upon enrollment, ELL students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent(s) and student by our ESL certified teacher and the Principal. This is done to provide an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to indicate what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit.

Our analysis of parents language needs is based on a variety of sources, including school surveys, emergency cards, ATS records, and HLIS.

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.

Out of the 14 students currently enrolled in our ELL program, 8 students speak Spanish at home; 1 student comes from a Bengali family; 2 students speak Fulani; 3 students speak Haitian –Creole. Analysis of language needs of our ELL population has been emphasized in our school community.

Parent of 3 Spanish-speaking students cannot communicate in English; all written and oral communications are maintained in Spanish. This family has been with us for two years and expressed satisfaction with our academic and extracurricular programs. Five parents in the Spanish subgroup have some conversational and written English skills. Our staff members provide written and oral translation services to serve the entire Spanish-speaking subgroup. Letters that we send home are translated into Spanish to reach out to Spanish-speaking families. This school year, we use assistance of two Spanish-speaking teachers and one bilingual school aid to services our Spanish-speaking families. They help us in various ways by translating our letters and brochures into Spanish, and providing translation services for our parent-teacher conferences, IEP meetings, and school workshops.

Creole-speaking subgroup includes three families. All parents/guardians in this subgroup have conversational and written English skills. Written correspondence in this subgroup is provided in English. However, for parent-teacher conferences and school workshops we provide translation services. Our bilingual Creole-speaking staff members, a teacher and a paraprofessional, provide oral translation services for this subgroup.

Two Fulani-speakers and one Bengali-speaking member of our ELL community prefer English as their language of communication.

The language needs of our bilingual families have been scrutinized in our school community. Our administration carefully plans for parent-teacher conferences, meetings, IEP conferences, and workshops to meet the needs of ELL parents. All bilingual staff members (administrators, teachers, and paraprofessionals) participate in all our school events to serve ELL families.

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.

The DOE has provided us with translated documents in a number of languages. On-line documents will be downloaded and printed for distribution. We will make every effort to ensure that students take notices home to parents as well as have the parent coordinator contact parents. We expect that by providing foreign language translators who will translate documents and notices in the language our parents speak and/or read. DOE vendors and selected school staff will be called upon written translation services.

By conducting a thorough language needs analysis of ELL parents, we established procedures to ensure efficient provision of translated documents to parents. When planning major academic and extracurricular events for our school, administration provides different ways to notify our families of upcoming events, such as tests, after-school and Saturday programs, tutoring services, school-wide tests, parent-teacher conferences, and workshops. We send notices and letters to all parents to explain the importance of the events. For our ELL families, we provide written translations of important documents. This school year, we in-house staff members to provide translation services because language skills of our staff members fully match language needs of our ELL families. Based on the analysis of parent language needs, our bilingual staff members provide translation of important documents for our Spanish-speaking families.

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.

We will use bilingual school staff to meet our needs for oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Our bilingual staff members provide oral translation in Spanish and Haitioan Creole. This will enhance parental involvement in school activities and promote improved student achievement.

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>.

To serve our ELL families, we use pertinent documents translated by the DOE into 3 different languages - Spanish, Haitian-Creole, and Bengali. These parents are provided with translated information regarding their children's health; safety; legal or disciplinary matters; entitlement to public education or placement in any Special Education or ELL academic program. As described in our Language Allocation Policy, we have bilingual staff members who serve as interpreters for our ELL families and provide language assistance in Spanish and Haitian-Creole.

We follow the DOE procedures for ensuring that ELL parents are provided have access to program services critical to their child's education. A directory of translation services providers will be maintained and shared with parents of ELLs and the entire school community. Further, we will make document A-663 available to all parents and staff members. In addition, posters advertising interpretation and translation services will be downloaded from the DOE site and placed on hallway walls to notify parents of these services.

We conduct workshops for parents to provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Our staff members receive training on the language access requirements contained in this regulation and on resources available to support these requirements