



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001): **16K534**

School Name: **MIDDLE SCHOOL 534**

Principal: **ATIVIA SANDUSKY**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Middle School 534 School Number (DBN): 16K534
School Level: Secondary Grades Served: 6-8
School Address: 787 Lafayette Avenue, Third Floor Brooklyn, NY 11221
Phone Number: (718)574-6032 Fax: (718)602-2357
School Contact Person: Ativia Sandusky Email Address: asandusky@schools.nyc.gov
Principal: Ativia Sandusky
UFT Chapter Leader: Egwu Wilkinson
Parents' Association President: Tanya Fleming
School Leadership Team
Chairperson: Lesia Wills-Johnston
Student Representative(s): Randolph Stoney & Kevin Zapata

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Street Brooklyn, NY 11221
Superintendent's Email Address: ESantiago@schools.nyc.gov
Phone Number: (718) 574-2834 Fax: (718)453-1048

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 535 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ativia Sandusky	*Principal or Designee	
Egwu Wilkinson	*UFT Chapter Leader or Designee	
Tanya Fleming	*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	
Lesia Wills-Johnston	Member/ UFT	
Wendy Gamble	Member/ UFT	
AnnMarie Bancroft	Member/ UFT	
Crystal Williams	Member/ Parent	
Tandra Gass	Member/ Parent	
Sonia Jerrick	Member/ Parent	
Cheryl Grant	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

Middle School 534 is located in Bedford Stuyvesant, Brooklyn. We serve a total of 112 students in grades 6, 7, and 8. The student demographics includes 75% Black, 24% Hispanic, 1% White, 6% English Language Learners (ELLs), 32% Students with Disabilities (SWDs) and 85% Title I. The mission statement for MS 534 is to create a safe environment where parents, teachers, and students work together to assist our children in successfully finding their identity, purpose, and making positive contributions in their communities. Our goal is to strive for excellence by providing all children with a high quality education, which includes a rigorous curriculum in all content areas, intertwined with technology and mentoring, that will raise student achievement and prepare students to compete in the global economy. All stakeholders including administrators, teachers, parents, and students are committed to this shared vision. This collaboration generates support for students and encourages their participation as evidenced by the MS 534 student attendance rate of 90%.

At MS534 learning is engaging every day, scholars feel supported, and teachers work effectively, as well as, collaboratively to ensure that we are closing all achievement gaps. Partnerships are central to our school community. To address the needs for all students to become proficient in literacy, MS 534 is part of the Middle School Quality Initiative. We also have a partnership with Urban Advantage, City Parks, Young Debaters, Project Boost and Purelements. MS 534 has implemented advisory periods to address the many social emotional issues our students face daily. We are working with Living Above the Disorder to assist our students with their specific needs such as social anxiety and juvenile depression. A unique school based initiative is Helping Others in Need and Empowering Youth (H.O.N.E.Y), a girls mentoring group focusing on problems such as those arising from social media and peer counseling/bullying. Our Dean's Club Exclusive is another school initiative focusing on scholar's leadership qualities. For example, students have been identified that are progressing academically and 'at risk' socially and/or emotionally.

There are three significant areas of strength that can be identified at MS 534. Tenet 2- School Leader Practices and Decisions. First, 2.2 the school leader communicates and shares the school vision, long-term mission, and goals with stakeholders including teachers, parents, students, and the broader community. The school culture has been transformed in her two-year tenure establishing the foundation for a professional learning community with a shared vision and core values. Second, 2.3 the school leader has established a leadership team to collaboratively analyze data and make strategic resource decisions to improve student achievement. Third, 2.4 the professional learning community is viewed as a vehicle for improving instruction and student learning, by both teachers and school leader, and enables teachers to feel responsible for their own development and accountable to improve student achievement. The key area of focus is 2.5; systems are not consistently in place that allows the school leader to assess accurately how well the school is performing and to take appropriate actions to address weakness and to disseminate good practice.

Presently the school's greatest challenges are Tenet 3, Curriculum Development and Support, Tenet 4, Teacher Practices and Decisions, Tenet 5, Student Social and Emotional Developmental Health and Tenet 6, Family and Community Engagement. The key areas of focus are 3.2, the school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the CCLS that is monitored and adapted to meet the needs of students. 4.2, school and teacher leaders ensure that the instructional practices and strategies are organized around annual, unit and daily lesson plans that address all student goals and needs. 5.2, the school leader establishes overarching systems and understandings of how to support and sustain student social emotional developmental health and academic success. 6.3, the school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

One accomplishment that can be celebrated is that all students have shown progress in English Language Arts (ELA) and Math. However, the challenge is the overall achievement rate in student performance on State exams. The key area of focus this year is raising the student' performance on State exams and the overall achievement rate. The tenet where the school has made the most growth is the school leader's implementation of evidence-based systems and structures to maximize programmatic, human, and fiscal resources as a springboard to foster continuous and sustainable school improvement. Another key area of focus is coherent curricula aligned to the common core learning standards, curricula aligned assessment practices that inform instruction, and research based effective instruction that yields high quality student work.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

16K534 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	113	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.5%	% Attendance Rate		87.9%	
% Free Lunch	94.0%	% Reduced Lunch		0.7%	
% Limited English Proficient	6.6%	% Students with Disabilities		31.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		75.5%	
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.58	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4		2.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		47.5%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		71.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school's strengths includes:

- Aligning the curriculum with the CCLS
- Teacher collaborating when developing lessons and unit plans in all content areas
- Weekly inquiry team meetings

Priority Needs:

While teachers have been collaborating to develop lessons and unit plans and meeting weekly to analyze student work, using data to drive instructions that will assist with meeting the needs of all students in all content areas is a priority that needs to be addressed.

According to the SED Integrated Intervention Review, improvement will be measured by effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system.

Part 2 – Annual Goal

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

By June 2015, 100% of our teaching staff will demonstrate evidence in their teacher practice of knowledge and skills learned during professional development in using data to drive curriculum and instruction focusing on strategies that

provide multiple points of entry to match students' differing abilities and needs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
All teachers will receive professional development on Universal Design Learning and implement the practice in their classrooms.	All teachers	October-June	Principal/Educational Support/Consultants/Network
Utilization of Common Planning periods to align curriculum to CCLS & Danielson Framework (planning & questioning) to meet the needs of all groups of students, including ELLs and SWDs	All teachers	September - June	Principal/ Coaches/Network
School will host a “Back to School Night” opportunity for parents to learn about curriculum updates, IEP services and School/Community resources.	All Parents/Teachers	September	Principal/Teachers/Coaches/ Parent Coordinator
Teachers will collaborate and share content area unit plans with the Technology teacher in order to create interdisciplinary projects/instruction. This partnership will produce rigorous activities that will allow all students opportunities for academic success. Students will use feedback from teachers across the content areas as a strategic tool for improving their own learning and achievement.	All teachers/Technology Teacher	September-June	Principal/Coaches/Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher per session, supplies/materials to support collaboration. Professional Development Consultants

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

--

Part 6 – Progress Monitoring

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

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

By February 2015, 50% of our teaching staff will demonstrate evidence in their teacher practice of knowledge and skills learned during professional development in using data to drive curriculum and instruction focusing on strategies that provide multiple points of entry to match students' differing abilities and needs.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school’s strengths includes:
 Students, teachers and most parents share the school leader’s vision for creating and maintain a safe and orderly school environment that is conducive to learning. The school leader, leadership team (SLT) and the network staff analyzed data and responses on the 2012-2013 Learning Environment Survey to identify any deficiencies and planned strategic responses. The discipline code is applied to all student sub-groups and discussions with students indicated that they have a growing and more embedded understanding that they have a pivotal role to play in ensuring that the school provides a safe learning environment. The school leader and teachers revealed that they understand their roles, feel supported and take responsibility for creating a safe learning community. Parents recognize the role they play in supporting the school’s vision for a learning culture based on respect and acceptance of others. Staff knows protocols for student discipline.

Priority Needs:

- Students are comfortable approaching adults for assistance however there was no formalized system in place.
- The school has adopted a SOAR motto, which helps raise students’ awareness of social and emotional developmental health.
- Students, teachers, and most parents share the school leader’s vision for creating and maintaining a safe and orderly school environment that is conducive to learning.
- The school is beginning to use data to address student social-emotional needs but the impact is not yet sufficient.

According to the SED Integrated Intervention Team Review, improvements will be measured by the reduction in school incidents and the learning environment survey.

Part 2 – Annual Goal

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

By June 2015, all staff will receive Professional Development and all students will be actively engaged in the 5 Pillars focusing on Resilience, Communication, Perseverance, Respect & Community. As evidence of reductions in incidents from the prior year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Guidance Counselor infuses the text, <u>Seven Habits of Highly Effective Teens</u> by Sean Convey in her weekly ‘at risk’ guidance sessions.	Mandated Services/ At - risk students	October - June	Guidance Counselor
Ongoing weekly student advisory periods with in house educational consultant, “Living Above the Disorder” focusing on topics such as mutual respect, effective communication and honesty.	Educational Consultant/All students	October - June	Educational Consultant
Parents will receive professional development from educational consultant, “Living Above the Disorder” on adolescent behaviors and expectations.	Parents/ Educational Consultant Parent Coordinator	January	Principal/ Educational Consultant
The establishment and active utilization of the school’s “S.O.A.R.” acronym (Studious, Organized, Articulate, Responsible). Students are familiar with the agreed upon qualities that the entire school community must exhibit on a daily basis. The S.O.A.R. standards and criteria are valued, respected and trusted by all stakeholders as a measure of excellence and are deeply rooted in our school culture. Our school motto, “Where students S.O.A.R” is a daily affirmation in our school community and is the tie that binds us all. S.O.A.R criteria is used to promote positive behavior and as an incentive for admission for activities involving Saturday School, Trips, After-School Programs/Dances in which educators, students and families are all invited to attend.	School Wide	September - June	Principal/ Coaches/ Dean/ Support Staff

Part 4 – Resources Needed

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

Teacher per session, supplies/materials to support collaboration. Professional Development Consultants

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	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

By February 2015, 80% of staff who received Professional Development and 80% of students who were actively engaged in the 5 Pillars focusing on Resilience, Communication, Perseverance, Respect & Community, as evidenced by an analysis of data incidents reports.

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school's strength's include:

- The school leader demonstrates the importance of the use of data to make curriculum decisions and develop unit plans.
- The school leader has identified level two students and students on the cusp of level three and targeted them for some assistance
- Inquiry teams have implemented 'Looking at student work' protocols.

The Priority Needs:

- All students were not receiving the same level of instruction
- Instructional strategies and interventions provided during Professional Development are not used consistently in the classroom.
- Teacher units and lesson plans are not consistently developed and aligned to CCLS.

According to the SED Integrated Intervention Team Review, improvement will be measured by effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system.

Part 2 – Annual Goal

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

By June 2015, 85% of our teaching staff will create unit and lesson plans aligned to CCLS and reflective of instructional shifts in all content areas demonstrated by an increase in higher order questioning and accountable talk opportunities. As measured in the Advance Teacher Effectiveness System.

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"> 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 			
Staff “Book Study” of Learning in the Fast Lane by Suzy Rollins. Educators meet on a bi-weekly basis to discuss research based instructional strategies that can be immediately implemented to improve student-learning outcomes.	All Teachers	October - February	Principal
The initiation of the “Adopt a Scholar” program. Educators will identify and attach themselves to specific at risk students, ELLS, and Students with Disabilities while monitoring their academic and social progress on a weekly basis.	90% of Educators School Wide	September - June	School Staff, Teachers, Principal
Creation of a “Parent Outreach Committee” (POC) that ensures that parents are given multiple opportunities to participate in school life by making phone calls and sending home documents translated into appropriate languages. The primary mission of this committee is to increase parent engagement and involvement in the school.	Parent Coordinator & Para-Professionals	September - June	Parent Coordinator & Para-Professionals
Teachers collaborate bi-monthly and perform inquiry work in which they analyze student work, discuss student needs and develop strategies to improve achievement in subgroups.	Teachers, Coaches	November - June	Principal, Coaches, Teachers

Part 4 – Resources Needed

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

Teacher per session, supplies/materials to support collaboration. Professional Development Consultants

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	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
---	----------	---	---------------	---	-----------------	--	-----------	--	-----------	---	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
6. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 60% of our teaching staff will create unit and lesson plans aligned to CCLS and reflective of instructional shifts in all content areas demonstrated by an increase in higher order questioning and accountable talk opportunities. As measured by the Teacher's Effectiveness System.				
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 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school's strength's include:

- The school leader has communicated the school vision, long-term mission, and goals, which are shared with members of the school community.
- Through data analysis, the school leader makes strategic resource decisions to improve student achievement.
- The school leader is the sole school leader who has established a leadership team and has made personnel changes to improve the instructional program.
- The school leader established a system of teacher self-assessment, an observation cycle, and administrative evaluation and support implementing the Danielson Framework and the new Annual Professional Performance Review (APPR). The priority need is to sustain the system that has been established.

According to the SED Integrated Intervention Team Review, effective and highly effective ratings in Danielson components 1a, 1e, 3c, 3d through the Advance system. Also, through MOSLs, benchmark assessments and NYS Assessments in ELA and Math.

Part 2 – Annual Goal

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

By June 2015, the school leader will have implemented a fully functional system to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. As measured by SAM's Tracker Data.

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"> 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 			
Through the Middle School Quality Initiative (MSQI) the school leader is participating in the SAMS Time Track System.	Teachers/Students	September - June	Principal
Through the efforts of the SAMS time management program the school leader will be in able to dedicate time on task and observe classroom instruction and practices more frequently.	Teachers/Students	September - June	Principal
Progress Reports will go home 4 times a year and Skedula updates will be made identifying the results of all student assessments that are administered five times a year (Sept., Nov., Jan., March, June) involving parents in their child's progress.	Teachers/Parents	September - June	Principal/Teachers
The school leader in collaboration with teachers will be able to meet quarterly during Common Planning periods and evaluate student progress and the effectiveness of instructional practices using school wide data.	Teachers	September - June	Principal/Teachers/MSQI Educational Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Supplies/materials to support collaboration. Professional Development, Educational Consultants

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

Part 6 – Progress Monitoring

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

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

By February 2015, the school leader will have conducted 2 or more observations on each teacher. The school leader will use a school-wide evidence based system that effectively monitors school wide and individual practices so that the school leader gains a clear picture as to how well the school is performing, tackling weaknesses, and addressing rigor.

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school’s strength’s include:

- The school is beginning to use a plan to communicate its expectations to students and families.
- The school has introduced some initiatives to make a clear stance on academic expectations.
- The school engages in effective planning and reciprocal communication with family and community stakeholders.
- The school shares data that promotes a dialogue among parents, students, and school community.

The Priority Need:

- Increase parent engagement and encourage parents as partners with the school in the education of their children. The school is developing a plan to teach parents how to engage in their children’s education.

Part 2 – Annual Goal

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

By June 2015, we will increase parent involvement and engagement by 35%, which will provide them with multiple opportunities to participate in school life. As measured by parent workshops, conferences and school events.

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>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
WIN "What I Need" periods were created and scheduled for all classes, which utilize DRP data from MSQI.	Students/Teachers	September - June	Principal
The use of the MYON online reading program for all students.			
The participation in "Bring your Dad to School" which allows fathers/guardians to follow their child's school schedule for the day. The school partners with parents for an annual "Thanksgiving Fellowship Feast". H.S. Parent Workshop Breakfast & Dinner which focused on the H.S. application process Meet the Teacher Night, which provided an opportunity for parents to meet educators and discuss academic expectations.	School Wide/Parents	September - June	Parent Coordinator/Teachers
Multi-Cultural Feast that allows parents and students to dress in Native costumes/outfits and bring in dishes representing their countries to share. Black History Month Performance	School Wide	February - March	Teachers/ Parents

Part 4 – Resources Needed

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

Teacher per session, supplies/materials to support collaboration.

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

Part 6 – Progress Monitoring

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

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

By February 2015, we will increase parent involvement and engagement by 20%, which will provide them with multiple opportunities to participate in school life.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA State Exam Results, DRP Results, Benchmark Results	Access Code Light Sail	Small Group Small Group Tutoring	During the school day During the day, Saturday School
Mathematics	Math State Exam Results, Benchmark Results	Tenmarks, Khan Academy	Small Group and tutoring	During the day afterschool and Saturday School
Science	Classroom assessments	Reciprocal Teaching & Close Reading	Small Group and tutoring	During the day and afterschool
Social Studies	Classroom assessments	Reciprocal Teaching & Close Reading	Small Group and tutoring	During the day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academics, behavior, social emotional all mandated students	American School Counseling approved strategies	Individual and Small Group	During the day

16K534 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	113 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A # Drama
# Foreign Language	N/A	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	90.5%	% Attendance Rate	87.9%
% Free Lunch	94.0%	% Reduced Lunch	0.7%
% Limited English Proficient	6.6%	% Students with Disabilities	31.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	75.5%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	0.7%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.58
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4	2.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	47.5%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	71.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

16K534 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	113 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A # Drama
# Foreign Language	N/A	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	90.5%	% Attendance Rate	87.9%
% Free Lunch	94.0%	% Reduced Lunch	0.7%
% Limited English Proficient	6.6%	% Students with Disabilities	31.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	75.5%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	0.7%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.58
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4	2.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	47.5%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	71.4%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Hiring committee that consist of an educator from all content areas
- Small class size settings so teachers can provide intensive instruction to meet the needs of all students.
- Weekly common planning time to allow teacher collaborations
- Differentiated professional development
- Frequent feedback from administration
- Teambuilding activities
- Clear communication weekly of teacher expectations

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).

- Attend professional development monthly with the Superintendent and colleagues in the district
- Attend professional development monthly with Network Team
- Conduct a needs assessment from teachers and paraprofessionals aligned to the CCSS
- Provide professional development according to the data to meet the needs of all learners. Facilitated by Principal, colleagues, network, and consultants
- Teachers will attend professional development and turnkey the information
- Create a year long professional development plan aligned to CCSS

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.

During common planning time in each content area and inquiry team meetings, teachers will analyze the data and work collaboratively on instructional practices that will be incorporated in their lessons to improve student outcome. Teachers will decide on what assessments will be used and when they will be administered.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	135,131	x	10, 14, 16, 19,22
Title I School Improvement 1003(a)	Federal	16,961	x	10, 14, 16, 19,22
Title I Priority and Focus School Improvement Funds	Federal	34,553	x	10, 14, 16, 19,22
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	855,444	x	10, 14, 16, 19,22
----------------	-------	---------	---	-------------------

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Middle School 534

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. **Middle School 534** 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. **Middle School 534** 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. The school will maintain this information.

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)

Middle School 534, 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 16	Borough Brooklyn	School Number 534
School Name The Academy of Instructional Technology		

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 Ativia Sandusky	Assistant Principal
Coach	Coach
ESL Teacher Doreen Headley	Guidance Counselor Donald Dobson
Teacher/Subject Area Danta Ford	Parent Debra Sanford
Teacher/Subject Area	Parent Coordinator Eric Hargrove
Related Service Provider Gary Cisco	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	158	Total number of ELLs	10	ELLs as share of total student population (%)	6.33%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	4	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	4	1	0	6	0	0				10

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	4	1	0	6	0	0	0	0	0	10
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	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							4	2	1					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian							1							1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	2	3	0	0	0	0	10

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)							1	1	2					4
Intermediate(I)							2	1	2					5
Advanced (A)							1	0	0					1
Total	0	0	0	0	0	0	4	2	4	0	0	0	0	10

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					!Und
4					
5					
6	0				
7	1	3	3		
8	3				
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6					1				
7	2		2		2				
8	2		1						
NYSAA Bilingual (SWD)									

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
A review and analysis of the assessment data:
1. We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, SETSS, Acuity and Teacher made tests, students'

math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Specifically, the NYSESLAT and the LAB-R provide us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. We have a total of Ten (10) (English language learners broken down as follows: The language proficiency levels of our ELL student population is broken down as follows:

Test Scores of All Students

Grades	Beginner	Intermediate	Advanced
Grade 6=	2	0	2
Grade 7=	2	0	0
Grade 8=	1	2	1

The above NYSESLAT and LAB-R results are used to plan classroom and program instructions. Students who are beginners or intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher. Those who are tested out proficient are being serviced with the advanced students for up to two years if their parents agree. Those ELLs who were tested out proficient in 2012 to 2013 school year came from the sixth and seventh grades. There were four students that tested proficient. The Home languages of our students include a majority of Spanish speaking, others are Arabic, Haitian Creole, and French speaking.

Although ELLs are making steady gains on the NYSESLAT, after looking at students in the ESL programs at MS 534 the data shows that grade levels in reading and writing is where students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. It is interesting to note that the majority of our ELL students in grade six, seven and eight, reading and writing English language modalities are the weakest area ... In addition, the reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA and Math exams. In fact, the majority of these advanced students scored at level 2 and 3 or above on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often outperforming the non-ELLs students across the grades. Our intervention services are focused mainly on the SIFE, lower beginner, and all new comers in reading and writing.

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

In the listening and speaking modalities most ELL students scored at advanced or proficient levels, however, newcomer ELLs across the grades scored at the Beginner or intermediate levels. This school year, 2012 to 2013 there were 4 proficient students 2 advanced, 2 intermediates and 2 beginners across the grade levels. NYSESLAT scores indicate that ELLs with disabilities are at advanced or proficient levels however, levels of language acquisition in reading and writing need improvement. Beginner ELLs taking the ELA after one year are mostly scoring at level 1 on the ELA test, however, these students are making better progress in Math and Science.

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

The overall performance data on the ELA, Math and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/academic language skills in the four English language modalities along with test taking strategies. Therefore, all teachers are focusing on these areas in their classroom instructions. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at MS 534 engage in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: AIS, guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, and Saturday classes.

The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, AIS, extended hours, after--school and Saturday classes. We also offer additional support in listening and speaking language development for newcomer and SIFE ELLs including an increased use of technology resources in the classroom, and the computer lab. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL

students at the advanced level. Especially, school leadership and teachers of ELL students in grades 6, 7 and 8 use the results of the NYSESLAT, periodic assessments, the ELA and Math predictives in ACUITY, the data analysis along with formative assessments for future planning and the implementation of intervention supports. Teachers of ELLs use the LAB-R, NYSESLAT, and many other formative assessments (i.e. Strategies to Achieve Success in Mathematics and ELA, reading and writing logs; Finish Line Reading assessments, and math logs) to inform and drive instruction. Again, all ELLs will receive the intervention support as needed, individually or in groups.

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](#).)

Collaborative teams support teachers in improving educational outcomes for all students 6-8 at MS534, by meeting together to make decisions leading to improve students achievement. Teaming structures vary and could consist of teachers, administrators, and other educators. Team plan for students success through Data analysis, curriculum planning, shared of by best practices, and discussion of intervention strategies.:

6. How do you make sure that a child's second language development is considered in instructional decisions?
To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, teachers plan in such away to continue development of the child's language by giving them books to work with in both English and their own languages other plans include the following:
- Collaboration between classroom, content area and ESL teachers to create an integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
 - Analyze our ELLs' performance data through ARIS to make sound educational decisions.
 - ESL teacher and cluster teachers will implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
 - Ensure that teachers analyze and use all available data that help identify students' strengths and weaknesses to differentiate instruction.
 - Use of bilingual dictionaries and content area glossaries, especially, in grades 6, 7 and 8.
 - Provide and encourage teacher participation in professional development opportunities focusing on instructional strategies for ELLs and technology standards-based online programs.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program at MS 534 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of Acuity, Math and ELA predictives, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and other content areas as well as on the NYSESLAT.

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](#).)
- A Licensured Pedagogue or ESL teacher trained in ELL identification is always available to administer and assist parent with both the HLIS form as well as conducting the interview in English and in the child's native language, (an interpreter if available is summoned to assist), then a formal initial assessment. If the child is identified as an eligible candidate for ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the

child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a qualified pedagogical professional in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher, but if the parent requests that the proficient student be given some more time, it can be granted. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

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.
2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the ESL Teacher informs parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students and their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at MS534. Finally, children are placed as indicated in the parents' program selection forms. If the Program the parents want is not in this school they are informed how to find the right school with the specific program. All meetings are translated in Spanish, French, Arabic, Haitian Creole and any other parental home language, when a translator is available. The entire process including orientation and student placement is completed within 10 school days of admission.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

MS 534 ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL Teacher in order to conform with parental choices. Copies of parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Selection forms are not returned, the ESL teacher follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

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.

The criteria and the procedures followed to place newly identified ELL students in the ESL Instructional Program available at MS534 include as follows: Informing parents about their children's placement in a timely manner and in their home language; placement letters are distributed to parents and when they are returned letters are kept in a secure place, continued entitlement letters are sent out in their native language. MS 534 conforms with parent choice based on the three programs available in NYC: TBE,DL and ESL. When parent made their choice the ESL teacher update the ELPC screen in ATS within 20 days. There are grouping of all ELLs according to grades and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent and ESL Teacher organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

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.

In our Freestanding English as a Second Language program which includes the ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL certified teacher effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave MS 534.

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. *D*
The ESL program model offered at MS 534 is aligned with parental requests. To continue aligning parental choice with our program offering, we make every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in Freestanding English as a Second language program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

Our program implements Freestanding English as a Second Language (ESL) which includes ESL Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in classes Grades 6, 7, and 8 receive ESL instruction by ESL certified teacher as a part of their language development and daily academic instruction. ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogeneous model in ESL and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. The ESL program model helps ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to meet the Common Core Learning Standards and provide all ELLs with rigorous, culturally responsive instructions, amplify the literacy and cognitive/academic skills of ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, language experience approach, academic accountable talk and use of picture dictionaries. STAMS series and STARS series support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, we address the students' different learning styles and English language modalities through the use of our computer lab, and white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through various Learning Programs, STAMS Math series/ STARS Reading, Finish Line Reading programs our ELLs are expected to excel in the Common Core curriculum.

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 ESL teacher ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with Limited English Proficiency (LEP) until they achieve proficiency in the English language. These students are given at least 2 ELA (45min) instructional minutes a week. ELL students receive ESL services by their ESL certified teacher through collaborative planning for small groups, ESL instruction, through a Push-in/Pullout Model. In addition, ELL students in grades 6, 7, and 8 participate in our After-School programs.

The content area subjects of the Common Core Curriculum for all students includes as follows: Literacy, math, science, social studies, health, technology, gym education, art and music. MS 534 program is taught 100% of the time in English.

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.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative Common Core Curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teacher. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our computer lab and white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teacher utilizes ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, language experience approach and academic accountable talk. STAMS Math series and STARS Reading series all support differentiated instruction in targeting our ELL students. Students participate in shared, guided and independent reading instruction and many opportunities for active meaningful engagement. While we emphasize the learning of English as quickly as possible teachers are cautious that students maintain their home language by encouraging them to read, speak, and write in their home language. Teachers provide all types of literature for example, dictionaries, glossaries, text books, storybooks, and many other things. Students are also encouraged to speak to each other in their native language.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teacher of ELLs will be focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, the teacher will be assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, teacher does small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

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

When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

Additionally, ELL students in grades 6, 7, and 8 take the NYS Math and Science Assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.

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

By providing all types of learning tools to help our students to learn English in all four modalities of English acquisition. They are given several assessments in all four modalities which are used to monitor their progress. Students generally try to compete because the teacher uses a lot of competition in the 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).

The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, MS 534 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. MS 534 provides all existing support structures such as ESL, AIS, and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.

- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 6th grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our after school programs. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science Assessments. Word to word dictionaries, bilingual dictionaries and glossaries are provided to support ELL students on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In Middle schools up to high school we have more long term ELLs than those in lower grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills. Former ELLs will be supported in their writing by being picked up sometimes for writing since writing is mostly problematic for most ELLs. These former ELLs will be given testing accommodations for two consecutive years.

- Ongoing communication with parents to monitor their children's progress.

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?

. ELL-SWDs follow the Common Core Curriculum as required for all students in the school. MS 534 literacy and math instruction is provided with STAMS and STARS series among others. We differentiate instruction based on the students' language and academic profiles. For example: STARS and STAMS series provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities in the computer lab, and white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs.

The school does periodic student progress monitoring through formative and summative assessments including RTI's AimsWeb to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETSS, ESL, AIS, Literacy and Math after-school, Speech and language, and Guidance counseling.

MS 534 provides ESL services as per CR Part 154 to its special education students. ESL program under the guidance of the Principal-Ms Sandusky

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?

MS 534 policy for:

- Collaboration between the classroom and ESL teacher, school psychologist, social worker, child study team and service providers.
- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELL X-coded students and assisting teacher through articulation.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

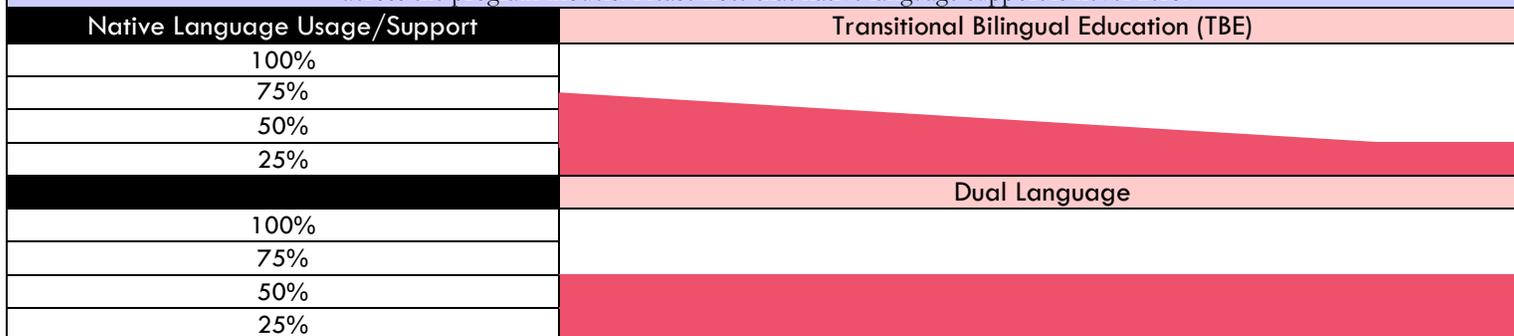
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for all ELLs at MS 534 in Math, ELA and other areas are as follows: SETSS, ESL, Literacy and Math After-School, Wilson, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. The language of instruction and/or services is English. In our school there is one bilingual para who is assigned to work with ELL students with IEP so she can serve as translator. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the science, and social studies classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instructions to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful, respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction are provided through ESL methodology in alignment with NYS Common Core Learning Standards for English language learners and the NYC/NYS Common Core Curriculum.
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 for ELLs are working effectively and it is meeting the needs of most of our ELL students. The Program in place now is being monitored every week by the ESL teacher. The students will have to be monitored on a day to day basis to see what is working for each child. The students are suppose to finish certain amount of work for the week and if this is done in a timely manner, students are rewarded at the end of the week. The monitoring of students progress is very important and this encourages the students to work harder.
11. What new programs or improvements will be considered for the upcoming school year?
- We also address the students' learning styles and accelerate English language development through the technology based resources support to differentiate instruction and enhance ELLs' cognitive skills, linguistic and academic growth.
12. What programs/services for ELLs will be discontinued and why?
- None of the services and programs will be discontinued because they are all working very well for the uplifting of ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, guidance counselor, parent coordinator, speech and language therapist, psychologist, Literacy and Math After-School, Saturday school, Music Mentors and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 6, 7 and 8. Additionally, we implement several after-school state support services (i.e. Brienza and READ).
- In order to support learning and foster community involvement, we are looking for Sponsors in the community big businesses so that Parents of ELL students could come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, our school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community. After school is a program offered to students who need extra help in their work. At MS 534 students are grouped for after school classes in different groups for different subjects Math and ELA. Students are able to work for one to two hours per evening.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional Materials:
- The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The new curriculum starting this year, the Common Core. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based Treasures English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement STAMS Mathematics STARS, the curriculum mandated by the New York City Department of Education which also provides strategies to differentiate Math and ELA instruction.

We enhance ESL instruction through computer software and our students use these programs to improve their vocabulary, phonics and comprehension skills in English. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, STARS series and STAMS series. Technology is also used to accelerate ELL students' English language development.

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

At MS 534 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

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

The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, ESL teacher and the school's secretary as translator. The ESL teacher conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance. The activities of newly enrolled ELLs are on the day they enter school, they are taken by the ESL teacher to view the new school compound and to name and get acquainted with school facilities.

18. What language electives are offered to ELLs?

Students are permitted to use their native language with each other. Bilingual dictionaries/glossaries are provided that can be used in the classrooms as well.

19. For schools with dual language programs:

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

Paste response to questions here: 0

C. Professional Development and Support for School Staff

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

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by Oell Network, the Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Common Core Learning in Math, and ELA. Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, Providing Native Language Support to ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and improving ELLs Outcome. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Skills Tutor, Destination Math/Reading, Renzulli Learning and Rosetta Stone. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increase the resources that teachers have to differentiate instruction.

2. The Oell Network, the Children First Network and NYCDOE Office of English Language Learners are all offering Professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards.

3. The parent coordinator and the guidance counselor(the Dean) and ESL teacher provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Day to introduce and familiarize students with different occupations and professions that can help them make the right choices.

4. The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the Parent coordinator, ESL teacher, the secretary, guidance counselor, special Education teachers among others go to Children First Network and the NYCDOE Office of English language learners who provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology too. Attendance is taken and records are kept in the teachers' files.

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?

Questions :1 2 3 4

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent Coordinators and ESL teacher to provide them with information about the ESL programs at MS 534. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science State Tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PTA (Parent Teacher Association) meetings and workshops. For example: computer workshops include Creating GoogleDocs, Getting to know different websites that can help their students at home, also Using My Skills Tutor and Destination Read/Math. This year we will be training parents to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday school Academy to learn english, holiday celebrations, NY Cares, school assemblies, and graduation ceremonies.

Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration made every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Academy of Instructional

School DBN: MS 534

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ativia Sandusky	Principal		10/16/13
	Assistant Principal		
Eric Hargrove	Parent Coordinator		10/16/13
Doreen Headley	ESL Teacher		10/16/13
Debra Sanford	Parent		10/16/13
Danta Forde	Teacher/Subject Area		10/16/13
	Teacher/Subject Area		
	Coach		
	Coach		
Donald Dobson	Guidance Counselor		10/16/13
Nancy Ramos	Network Leader		10/9/13
Ann-Marie Bancroft	Other _____		10/16/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 534 School Name: Academy of Instructional Technology

Cluster: 5 Network: 533

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.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, several steps are taken. First parents fill out the Home Language Identification Survey. In this survey parents state what language(s) is (are) spoken at home. The data gathered from these surveys is then entered on ATS. When parents are sent written information home, they receive it in English and in some cases, the information may be translated into their native language. For lower incidence languages that have no written system, they receive written information in English only. Oral interpretations are the means of communication in order to provide parents any information related to their children's educational options and achievement.

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.

Some findings in our school's written translation are the majority of our non-English speaking parents speak Spanish at home. Arabic, and French are other majority groups. Few parents speak African dialects such as: Fulani, Swahili, and Haitian Creole. Some parents do not understand English and rely on oral interpretations and written translations to understand school related information. Within the first ten days of school, the Home Language Identification Surveys are read by the ESL teacher who informs classroom teachers of families who speak a language other than English at home.

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.

For the parents in our school who speak Spanish, we have school staff who are literate in Spanish and collaborate in translating documents. These documents include- flyers, letters, report cards and consent forms. In order to communicate with Arabic, Haitian Creole and French speaking parents, documents are sent to the Translation and Interpretation Unit if there are no staff who are literate in these languages and upon return, they are sent home to parents. Sometimes the ESL teacher Google Translate the information.

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.

Spanish speaking school staff is available to make oral interpretations via phone calls or during parent visits to the school for meetings and workshops. The Translation and Interpretation Unit services have been also utilized for oral interpretations (e.g., during parent meetings with teachers and parent-teacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Arabic, Fulani, French, and Haitian Creole.)

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill the requirements for translation and interpretation services, our Parent Coordinator welcomes parents, and visitors, then provides information in the covered languages from the Department's website and the African Services Committee and explains how to access these services.

