

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

School Name: EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE
DBN (i.e. 01M001): 19K678
Principal: MR. MALIK A. SMALL
Principal Email: MSMALL2@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Malik A. Small	*Principal or Designee	
Lesley Thomas	*UFT Chapter Leader or Designee	
Jonell Pluck	*PA/PTA President or Designated Co-President	
Wanda Ortiz	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	
Karen Currency	Member/ Parent	
Yonette Bristol	Member/ Parent	
Eunice Gathers	Member/ Parent	
Darlene Settles	Member/ Parent	
Beth Capozello	Member/ UFT	
Yvonne Wright	Member/ UFT	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, teacher pedagogy will improve as a result of continuous cycles of professional development, observations and actionable feedback so that at least twenty percent (20%) of teachers will show growth in components 3C and 1E as measured by increased teacher ratings of at least one level in the Advance rating system.

Comprehensive Needs Assessment

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

- Forty two percent (42%) of our current teaching staff is new to our school and sixty three (63%) of the new staff is new to teaching. The overall teacher ratings were: Ineffective – six percent (6%), Developing – twenty nine percent (29%), Effective – fifty three percent (53%), and Highly Effective – twelve percent (12%).
- Forty-eight percent (48%) of our teachers scored Developing or Ineffective in 1e: Designing Coherent Instruction
- Sixty-four percent (64%) of our teachers scored Developing or Ineffective in 3c: Engaging students in learning
- Through targeted Professional Developments (PDs) and collaboration, East New York Middle School of Excellence (ENYMSE) will focus on supporting teaching-pedagogy as well as student-achievement.
- In an effort to create consistency around continual improvement around student progress, student performance and to increase the number of students proficient in Mathematics, which was five percent (5%) during the 2013-2014 school year, and English Language Arts (ELA), which was ten percent (10%) during the 2013-2014 school year, it is important that we continue to monitor teacher practice and provide actionable feedback with the goal of creating capacity in teachers to deliver instruction which is customized, inclusive, motivating, and aligned to the Common Core Learning Standards (CCLS).

Instructional Strategies/Activities

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

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

Strategy: During the 2014-2015 school year, teachers will engage in professional development activities enabling them to utilize Danielson's research/competencies and other resources to improve content delivery and student engagement.

- A school-wide professional development plan will be created based upon teacher need and teacher feedback.
- Teachers will engage in professional development that targets the identified components and addresses content specific applications.
- Cycles of low stakes observation-with actionable-feedback provided to teachers in the moment or as close as possible to the time of observation.
- Selected teachers' lessons will be video-taped and used for PD.
- Buddy teachers will visit each other's classes and provide feedback to one another using the teacher effectiveness rubric.
- Teachers will engage in **three** benchmark conversations with the administration to set goals and identify professional development needs. These data/goal conferences in November, March and May will include student data.
- Formal observations will begin in December to provide feedback and support to teachers.

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

Personnel:

- Principal, Assistant Principal, Special Education Coordinator
- Generation Ready (professional development team)
- Lead Teacher team, Grade level and department teams, and CFN 209
- New York City Department of Education (NYCDOE) talent coach

Resources:

- Professional Development calendar
- Danielson Rubric & Teacher Effectiveness Rubric
- Protocols for best practices and analysis of student work developed at the school level
- Leaders of Their Own Learning
- Data Wise
- Educational Leadership Articles
- Sparking Student Creativity
- Association for Supervision and Curriculum Development (ASCD) Articles

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

- By October of 2014, all teachers have self-assessed on the Danielson rubric and set professional goals for benchmark 1.
- By December of 2014, all teachers have received low-stakes and informal feedback on their practice.
- By March of 2015, teachers have received feedback from their buddy.
- By March of 2015, teachers' ratings show improvement across three or more components.
- By February of 2015, student data is beginning to show the impact of improved instruction.
- By February of 2015, teachers have participated in a goal/data conference to adjust professional goals and goals for their students.
- By June of 2015, teacher ratings in ADVANCE and student unit and benchmark data show the impact of improved pedagogy.

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

- September 2013 - November 2014: Professional development cycle 1, cycles of low-stake observations and informal observations, first teacher data conference
- November 2014 - March 2015: Professional development cycle 2, cycles of informal and formal observations, second teacher data conference
- March 2015 - June 2015: Professional development cycle 3, cycles of informal and formal observations, third teacher data conference

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

- Monday PDs will be held every week during 2:20 – 4:00PM to address the instructional needs of our staff. It will be customized to mirror our instructional goals for the year.
- Generation Ready Coaches will spend 1-2 days a week working with ELA and Mathematics teams to improve instruction and to collaboratively write curriculum.
- Common planning periods twice a week allows School Leaders to meet with all teachers on a weekly basis.
- Schedule of observations, schedule of peer-observation.
- Leaders of Their Own Learning-Transforming Schools Through Student-Engaged Assessment, Ron Berger, Prentice Hall Literature, Enhancing Professional Practice: a Framework for Teaching by Charlotte Danielson, Mapping the Big Picture: Integrating Curriculum & Assessment K-12 by Heidi Hayes Jacobs, Understanding by Design by Grant Wiggins and Jay McTighe.
- Teacher per session for teacher planning, professional development, collaborative learning and teacher data meetings.
- Teacher per diems for professional development participation; classroom inter/intra-visitations.
- Learning resources; videos, texts, articles, professional texts using Other Than Personal Services (OTPS) funding.
- Partnership with educational consultants such as Expeditionary Learning to support staff/talent development.
- Focus and Priority Budget. Costs will be included in the annual school budget, which will be supplemented by additional funds added to Galaxy. Coverage and substitute costs to support inter-visitations will be included in the annual school budget.

Strategies to Increase Parental Involvement

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

- Parent Coordinator and school staff will conduct parent workshops to support parents in accessing resources to support their children in grade specific CCLS and how to make the best communicate their child's progress and educational path through those resources.
- Parents will have access to their child's current data through the parent portal on Pupil Path. Teachers will also communicate with parents directly as well as through the portal.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants
---	----------	---	----------	---	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

- As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2, Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:
- Multiple funding sources: Tax Levy (TL) Fair Student Funding, Title 1 School Wide Program (SWP), TL Citywide Instructional Expectations.

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2015, at least fifteen percent (15%) of all students including Students with Disabilities (SWD) and English Language Learners (ELLs) will demonstrate a deeper understanding of literary and informational text by using them as a source for making explicit or inferential statements and for determining the meaning of unfamiliar general and domain-specific words in grade-level texts as measured by growth from baseline to end-line CCLS aligned unit and benchmark assessments.

Comprehensive Needs Assessment

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

- During the 2013-2014 school, only ten percent (10%) of students were proficient in ELA. An analysis of the ELA state test results indicates that our students are under-performing the city by over ten percentage points on standards one and four in the Reading Literature and Reading Informational Texts. In-house baseline, pre-assessment and daily instructional assessment data across all grades confirm the findings from the state data. The related college and career readiness anchor standards require students to read-closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They also require students to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. As these standards have been identified as foundational skills in Literacy, we have decided to prioritize our work for this school year around these standards

Instructional Strategies/Activities

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

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

Strategy: Building Teacher Content Knowledge

- Unpacking of the CCLS targeted Literacy Standards/Social Studies Standards in school wide and grade level meetings.
- Analysis of the State Released Questions to gain insight on what each standard requires at each grade level.
- Development of questions and tasks aligned to each of the priority standards.
- All ELA teachers will be required to integrate NYCDOE performance task bundles as well as Pearson CCLS aligned Performance Tasks into their unit plans.
- Determination of research-based strategies for supporting all students including ELLs and SWD to master each standard.
- Implementation of a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of the CCLS and of the core curriculum.
- Consultants will collaborate with teacher teams to further develop deeper understanding of their content areas on a weekly basis (twice a week).

Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.

- Teacher teams will read and discuss the Social Studies content and the Literacy standards in order to create a coherent sequence of learning targets.
- Teacher teams will annotate the Social studies text and create questions, prompts and instructional activities that will lead to a deep understanding of the social studies content and Literacy skills.
- Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.
- Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWD and ELLs
- Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting ELLs, SWD and at risk students.
- Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci.

Instructional Strategy: Data Analysis and Adjustment to PD cycle

- Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards.
- Adjustments will be made to subsequent units and to the professional learning opportunities as needed through.

- Identify lowest 1/3 in general education population for Academic Intervention Services (AIS).
- Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students.
- Administer two mock examinations in ELA to all grades.
- Use student data to craft individual intervention plans and Response to Intervention (RTI) strategies.
- Information on student progress, performance and next steps will be shared with parents.

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

- ENYMSE administrative team, Generation Ready (professional development team), Special Education Coordinator, Lead Teacher Team, and CFN 209, NYCDOE Talent Coach, grade level and department teams.
- Engage NY.
- Danielson Rubric & Teacher Effectiveness Rubric.
- Leaders of Their Own Learning.
- Protocols for best practices and analysis of student work developed at the school level.
- Study Island, Achieve 3000, Scholastic Reading Inventory (SRI).

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

- By September of 2014, we will disaggregate data from previous year's performance to plan out priority standards.
- By November of 2014, we will further develop strategies to address priority standards.
- By January of 2015, we will disaggregate data from the interim mock exams to look at trends and impact on their instruction.
- By March of 2015, we will revisit the priority standards data pulled from further interim assessments to determine their next course of action.
- Teachers, administrators and parents will be updated on current student performance on an ongoing basis through Skedula, PADS, Pupil Path and Data Driven Classroom (DDC) portals.

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

- September, 2014 – June, 2015: Monday PDs and Weekly Departmental/Grade meetings.
- September – December, 2014: Focus on Learning Targets for the CCLS.
- January – March, 2015: Focus on Cohesive Lessons and Engaging Students in Learning.
- April – June, 2015: Focus on Looking at data on an ongoing basis.
- September, 2014 – June, 2015: Data disaggregation and targeted strategy development on an ongoing basis.

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

- Prentice Hall, Course 1,2,& 3, Prentice Hall African-American History Text, multiple literary resources, multiple skill-focused consumables, Leaders of Their Own Learning-Transforming Schools Through Student-Engaged Assessment, Enhancing Professional Practice: a Framework for Teaching by Charlotte Danielson, Mapping the Big Picture: Integrating Curriculum & Assessment K-12 by Heidi Hayes Jacobs, Understanding by Design by Grant Wiggins and Jay McTighe.
- Common planning periods twice a week allow School Leaders to meet with all teachers on a weekly basis.
- Partnering with Generation Ready consultants for coaching in Mathematics and ELA.
- Schedule adjustment for strategic use of Academic intervention services to target lowest 1/3 of general education population, use of Study Island, Achieve 3000, and SRI.
- Curriculum and Staff development contracts – allocations of funds to provide teachers with the opportunity to enhance their teaching experiences through collaborative learning and to engage in professional development through various sources for increased effectiveness in the classrooms (Title 1 SWP)
- After/Before school student programs – allocation of funds to provide targeted instruction for students that need specific areas of encouragement (TL Fair Student Funding)
- Educational Software and Hardware – allocation of funds to provide targeted instruction in content areas through the use of technology and data interpretation, ie Achieve 3000, Study Island, SRI, Skedula, DDC, StemFuse, & Rubicon Atlas.
- Classroom coverage for teachers to attend PD – Reimbursement for subs used during lead teacher trainings (TL Fair Student Funding).
- TL – Afterschool Mathematics / skills building / test prep programs.

Strategies to Increase Parental Involvement

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

- Parent Coordinator and school staff will conduct parent workshops to support parents in understanding how to access resources to support their children in grade specific standards and how to make best use of the various streams of communication about their child's progress and educational path
- Parents will have access to their child's current data through the parent portal on Pupil Path. Teachers will also communicate with parents directly as well as

through the portal.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside		Grants
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

- ◆ As a Title 1 SWP school, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, TL Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources, we are able to implement the following program components of this goal in fiscal year 2014-2015:

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, at least 5% of SWD and ELLs will demonstrate improvement in reading comprehension by effectively making inference and providing supporting test-based details as measured by school-based common assessments and interim benchmark assessments.

Comprehensive Needs Assessment

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

- Twenty three percent (23%) of our population is SWD and four percent (4%) of the population is ELLs; zero percent (0%) of these students have met proficiency in ELA. An analysis of the ELA state test results indicates that our students are under-performing the city by over ten percentage points on standards one and four in the Reading Literature and Reading Informational Texts. In-house baseline, pre-assessment and daily instructional assessment data across all grades confirm the findings from the state data. The related college and career readiness anchor standards require students to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They also require students to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. As these standards have been identified as foundational skills in Literacy, we have decided to prioritize our work for this school-year around these standards. In-house baseline, pre-assessment and daily instructional assessment data across all grades confirm the findings from the state data.

Instructional Strategies/Activities

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

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

Strategy: Instructional staff and service provider collaboration

- All teachers and service providers will meet to formulate an action plan for each SWD and ELL so that the content specific instruction is informed by the IEP and ESL strategies.
- All teachers and service providers will disaggregate periodic/benchmark assessments to measure growth and create next course of action.
- All involved in the process will meet regularly during grade and departmental planning sessions to review strategies for instruction and student improvement.

Strategy: Building Teacher Content Knowledge

- Unpacking of the targeted ELA CCLS in school-wide and grade-level meetings.
- Analysis of the State Released Questions to gain insight on what each standard requires at each grade level.
- Development of questions and tasks aligned to each of the priority standards.
- All ELA teachers will be required to integrate NYCDOE performance task bundles as well as Pearson CCLS aligned Performance Tasks into their unit plans.
- Determination of research-based strategies for supporting all students including ELLs and SWD to master each standard.
- Implementation of a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of the CCLS and of the core curriculum.
- Consultants will collaborate with teacher teams and specific teachers to further develop deeper understanding of their content areas on a weekly basis (twice a week).

Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.

- Teacher teams will read and discuss the ELA content and standards in order to create a coherent sequence of learning targets.
- Teacher teams will annotate the Social Studies text and create questions, prompts and instructional activities that will lead to a deep understanding of the social studies content and Literacy skills.
- Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.
- Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and

individual students including SWD and ELLs

- Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting ELLs, SWD and at risk students.
- Administrators will conduct cycles of observation, learning walks and/or instructional rounds focused on providing formative feedback aligned to student data and professional development foci with special emphasis on supporting students with disabilities and ELLs.

Instructional Strategy: Data Analysis and Adjustment to PD cycle

- Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards.
- Adjustments will be made to subsequent units and to the professional learning opportunities as needed through.
- Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students.
- Administer two mock examinations/grade-common interim assessments in ELA for all grades.
- Use student data to craft individual intervention plans and Response to Intervention (RTI) strategies.
- Information on student progress, performance and next steps will be shared with parents.

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

- ENYMSE administrative team, Generation Ready (professional development team), SPED coordinator, ESL teacher, service providers, Lead Teacher team, and CFN 209, D.O.E. talent coach, grade level and department teams.
- Engage NY.
- Danielson Rubric & Teacher Effectiveness Rubric.
- Leaders of Their Own Learning.
- Protocols for best practices and analysis of student work developed at the school level.
- Study Island, Achieve 3000, Scholastic Reading Inventory.

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

- By October of 2014, our Special Education team will disaggregate data from previous year's performance to create action plans.
- On a weekly basis our Special Education team will further develop strategies to further support our SWD and ELL population.
- By January of 2015, our instructors involved with SWD/ELLs will disaggregate data from the interim mock exams to look at trends and impact on their instruction to further support our SWD/ELL population.
- By March of 2015, our will revisit the priority standards data pulled from further interim assessments to determine their next course of action for our SWD/ELLs.
- Teachers and service providers will be updated on current student performance on an ongoing basis through Skedula, PADS, Pupil Path and Data Driven Classroom (DDC) portals.
- By June of 2015, the number of SWD/ELLs scoring at levels 2 in ELA will increase by at least 5% from 0% to 5% for the 2014-2015 school year.

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

- September, 2014 – June, 2015: Monday PDs and Weekly Departmental/Grade meetings.
- September – December, 2014: Focus on Learning Targets for the Core standards.
- January – March, 2015: Focus on Cohesive Lessons and Engaging Students in Learning.
- April – June, 2015: Focus on Looking at data on an ongoing basis.
- September, 2014 – June, 2015: Data disaggregation and targeted strategy development on an ongoing basis.

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

- Prentice Hall, Course 1,2,& 3, Prentice Hall African-American History Text, multiple literary resources, multiple skill-focused consumables, Leaders of Their Own Learning-Transforming Schools Through Student-Engaged Assessment, Enhancing Professional Practice: a Framework for Teaching by Charlotte Danielson, Mapping the Big Picture: Integrating Curriculum & Assessment K-12 by Heidi Hayes Jacobs, Understanding by Design by Grant Wiggins and Jay McTighe.
- Common planning periods twice a week allows School Leaders to meet with all teachers on a weekly basis.
- Partnering with Generation Ready consultants for coaching in Mathematics and ELA.
- Teachers will provide small group instruction for the lowest 1/3.
- After/Before school student programs (provide targeted instruction for students that need specific areas of encouragement - TL Citywide Instructional Expectations)
- Educational Software and Hardware – (provide targeted instruction in content areas through the use of technology and data interpretation - StemFuse, iMac Lab)
- Classroom coverage for teachers to attend PD – Reimbursement for subs used during lead teacher trainings (TL Fair Student Funding)

- TL – Schedule for Afterschool Mathematics / skills building / test prep program

Strategies to Increase Parental Involvement

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

- Parent Coordinator and school staff will conduct parent workshops to support parents in understanding how to access resources to support their children in grade specific standards and how to make best use of the various streams of communication about their child's progress and educational path
- Parents will have access to their child's current data through the parent portal on Pupil Path. Teachers will also communicate with parents directly as well as through the portal.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

- As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, at least fifteen percent (15%) of all students, including students with disabilities will demonstrate improvement in ability to solve mathematical problems involving ratio and proportional reasoning as measured by end of unit assessment; interim benchmark assessments and Performance-Based assessments.

Comprehensive Needs Assessment

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

- During the 2013-2014 school, only five percent (5%) of students were proficient in mathematics. An analysis of the Math state test results indicates that our students are under-performing the city by an average exceeding twenty percentage points on key standards in the Expressions and Equations and the Ratio and Proportional Reasoning domains. In-house baseline, pre-assessment and daily instructional assessment data across all grades confirm the findings from the state data. The related critical areas and mathematical practices for these domains require students to make sense of problems in grade level standards, reason abstractly and quantitatively and create and respond to reasoned arguments. As these standards have been identified as foundational skills we have decided to prioritize our work for this school year around these standards.

Instructional Strategies/Activities

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

1 Strategies/activities that encompass the needs of identified subgroups

Strategy: Building Teacher Content Knowledge

- Unpacking the CCLS targeted Math standards in school wide and grade level meetings to formulate effective Learning Targets.
- Analyzing the State Released Questions to gain insight on what each standard requires at each grade level.
- Developing questions and tasks aligned to each of the priority standards.
- Determining research-based strategies for supporting all students including ELLs and SWD to master each standard
- Implement a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of the CCLS and of the core curriculum

Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.

- Teacher teams will unpack the chapters in each critical area, including standards and task, to create a coherent sequence of learning targets.
- Teacher teams will read the lessons and the professional development sections of the teacher guides and plan tasks and instructional activities that will lead to a deep understanding of the mathematical concepts and strategies.
- Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.
- Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWD and ELLs
- Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting ELLs, SWD and at risk students.
- Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci.

Instructional Strategy: Data Analysis and Adjustment to PD cycle Activities

- Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards
- Adjustments will be made to subsequent units and to the professional learning opportunities as needed.
- Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students
- Use student data to craft individual intervention plans and Response to Intervention (RTI) strategies
- Information on student progress, performance and next steps will be shared with parents

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

- Our administrative team, Generation Ready Math consultant(professional development team), SPED coordinator, Lead Teacher team, and CFN 209, D.O.E. talent coach, grade level and department teams.
- Engage NY.
- Danielson Rubric & Teacher Effectiveness Rubric.
- Leaders of Their Own Learning.
- Protocols for best practices and analysis of student work developed at the school level.
- Study Island.

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

- By September, 2014 our will disaggregate data from previous year’s performance to plan out priority standards.
- By November, 2014 our will further develop strategies to address priority standards including strategies for supporting students with disabilities, ELLs and at risk students
- By January, 2015 we will disaggregate data from the interim mock exams to look at trends and impact on their instruction.
- By March, 2015 we will revisit the priority standards data pulled from further interim assessments to determine their next course of action.
- Teachers, administrators and parents will be updated on current student performance on an ongoing basis through Skedula, PADS, Pupil Path and Data Driven Classroom (DDC) portals.
- By June 2015, the number of students scoring at levels 2 in Mathematics will increase by at least 5% from 0% to 5% for the 2014-2015 school year.

4 Timeline for implementation and completion including start and end dates

- September, 2014 – June, 2015: Monday PDs and Weekly Departmental/Grade meetings.
- September – December, 2014: Focus on Learning Targets for the Core standards.
- January – March, 2015: Focus on Cohesive Lessons and Engaging Students in Learning.
- April – June, 2015: Focus on Looking at data on an ongoing basis.
- September, 2014 – June, 2015: Data disaggregation and targeted strategy development on an ongoing basis.

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

- Prentice Hall, Course 1,2,& 3 multiple skill-focused consumables, Leaders of Their Own Learning-Transforming Schools Through Student-Engaged Assessment, Enhancing Professional Practice: a Framework for Teaching by Charlotte Danielson, Mapping the Big Picture: Integrating Curriculum & Assessment K-12 by Heidi Hayes Jacobs, Understanding by Design by Grant Wiggins and Jay McTighe.
- Common planning periods twice a week allow School Leaders to meet with all teachers on a weekly basis.
- Partnering with Generation Ready consultants for coaching in Mathematics.

Strategies to Increase Parental Involvement

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

- Parent Coordinator and school staff will conduct parent workshops to support parents in understanding how to access resources to support their children in grade specific standards and how to make best use of the various streams of communication about their child’s progress and educational path
- Parents will have access to their child’s current data through the parent portal on Pupil Path. Teachers will also communicate with parents directly as well as through the portal.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000	Small group	During school day
Mathematics	Study Island	Small group	During school day
Science	In-Class Small Groups	Small group	During school day
Social Studies	Achieve 3000	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling provided by guidance counselor and Institute for Community Living	Individual and Small Group	During School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Our school seeks to hire and retain effective to highly qualified teacher with a balance of new to experienced teachers. We always seek to recruit through qualified recommendations as well as through New Teacher Finder resources. Teachers are supported through a comprehensive program of Professional Development and observation, feedback and coaching.

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 CCLS.

Our school's approach to PD is comprehensive using combination of formative, collaborative and comprehensive PDs which are in alignment to the NYCDOE Capacity Framework and the City Wide Instructional Expectations. The instructional cabinet including the administrators are trained through the Network and Conferences.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of Federal, State, and/or local funds are utilized to provide highly effective Professional Development and targeted feedback and capacity building for teachers. We provide opportunities for students to participate in track, rugby, debate, Lego Robotics and Morning Star groups to ensure continued social and emotional support.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NA

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.

In alignment with the NYCDOE Capacity Framework, educators work together with administrators, the school community and external stakeholders to work together to improve student achievement and to make decisions around the development of multiple assessment measures and the strategic use of their results. The MOSL committee will meet at the beginning of the year to decide on assessments and create a calendar for assessments throughout the year. Teacher teams work collaboratively to use data for informed instruction and timely adjustments for future assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, East New York Middle School of Excellence (ENYMSE), 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 ENYMSE and the families. ENYMSE's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. ENYMSE will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

East New York Middle School of Excellence (ENYMSE), 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 CCLS;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 19K678

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.	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 #
--------------	--	--	---

		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$207,738.63	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,821,555.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

**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 19	Borough Brooklyn	School Number 678
School Name East New York Middle School of Excellenc		

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

Principal Mr. Malik A. Small	Assistant Principal Mr. Suk Ku Lee
Coach Ms. Kimberly Smith	Coach N/A
ESL Teacher Ms. Devon Whitham	Guidance Counselor Ms. Desiree Sandoval
Teacher/Subject Area type here	Parent Ms. Neomi Cotto
Teacher/Subject Area type here	Parent Coordinator Ms. Dawne Martin-Thomas
Related Service Provider	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)	246	Total number of ELLs	10	ELLs as share of total student population (%)	4.07%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	3	0	0	7	0	6	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	0	0	0	3	0	0	7	0	6	10
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	5	1					10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	5	1	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)						0	1	0	0					1
Intermediate(I)						1	0	0	0					1
Advanced (A)						3	4	1	0					8
Total	0	0	0	0	0	4	5	1	0	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						0	0	0					

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I						1	1	0					
	A						3	3	1					
	P						0	1	0					
READING/ WRITING	B						0	1	0					
	I						1	2	1					
	A						3	2	0					
	P						0	0	0					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4				4
6	5				5
7	1				1
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4								4
6	5								5
7	1								1
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		3				10
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								0
Chinese Reading Test								0

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.
ENYMSE uses a range of diagnostic as well as instructional testing, including ELL Periodic Assessments, Scholastic Reading Inventories (SRI), teacher designed formative and summative assessments, Achieve 3000, and Running Records in order to assess the ELL students to inform and improve their instructional program. Instructors disaggregate and use the data to find areas of need and incorporate

their findings in their instruction. Trends are utilized to inform instruction around specific skills and lessons are modified as part of the curriculum to address student needs and provide remediation as well as acceleration. The assessments are also used to provide ELLs with leveled texts which provide comprehensible input, build up their confidence as readers, and allow them to make steady progress in literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There is an overarching need to improve reading and writing skills in general among our ELLs. Because our ELLs tend to have been receiving services for several years, the majority being long term ELLs, their speaking and listening skills are almost universally stronger than their reading and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The ESL teacher, content area teachers and special education teachers monitor patterns and results from the NYSESLAT in order to improve ENYMSE's instructional programming. Since most of our students are long term ELLs that perform better on the Listening/Speaking section of the NYSESLAT than they do on the Reading/Writing section, the ESL teacher spends more instructional time teaching and reinforcing reading and writing skills and strategies while making targeted interventions in Listening/Speaking where appropriate for individual students. Students are also given ample opportunity to orally practice the use of grade level academic language to ensure that they are working from a place of strength when they go to read texts using such language or are asked to complete writing tasks that require use of such language. In working with students to both remediate as well as accelerate around CCLS, we seek to move Annual Measurable Achievement Objectives as we move our ELLs towards Mastery of the ELA CCLS.

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

The ELL students at ENYMSE receive Freestanding ELL instruction. The ESL teacher has assessed our students' native language literacy and found that our students, the majority of whom are long-term ELLs, have stronger English literacy than they do native language (Spanish) literacy. As such our ELLs take tests across subject areas in English. ENYMSE uses the results of the Periodic Assessments to identify the modalities in which our students are progressing and where they need more focused support and instruction. School leadership and faculty use the results of ELL periodic assessments to guide instruction and improve student outcomes. The administration looks at the NYSESLAT data along with the school wide ELA data to find trends. They also work with the ESL teacher to effectively schedule Push-in services for ELL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A. We are a middle school that serves students in grades 6-8.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher works closely with content area teachers to plan push-in lessons that include integrated content and language objectives and pull-out lessons that focus on language objectives within the context of what the ELL students are learning in their content area classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ENYMSE evaluates the success of our ELL students by closely monitoring the NYSESLAT scores as well as ELL periodic assessments, ELA state testing scores, SRI data, Achieve 3000 data, and formative and summative classroom assessments. Last year of the ten 6th and 7th graders who took the NYSESLAT, 4 scored Proficient and tested out of ESL.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the point of registration at the onset of the school year for a newly admitted student, East New York Middle School of Excellence (ENYMSE) adheres to the NYCDOE standard operating procedure for the identification of students eligible for ELL services within a 10 day time frame. First we check to see if the student is already in the DOE system and that an HLIS has been administered to determine if the student is eligible for ELL services. If the student has not attended school within the DOE system previously, our ESL certified teacher conducts an informal oral interview with the student and their parent and administers the Home Language Survey (HLIS). If the ESL is not available, a team of two other certified teachers has been trained to administer the intake process. Based on the results of the informal interview and the HLIS, it is determined if the student is qualified to take the LAB-R assessment. The informal interview with trained intake staff who hold teaching certifications also informs what OTELE code is assigned to a student in ATS. If the student is qualified to take the LAB-R, the ESL certified teacher administers the LAB-R within ten days. If the student is eligible for services, parents are sent home an Entitlement Letter indicating the child's score and when the parent should attend Parent Orientation. For Spanish speakers new to the DOE system who score at or below the cut score on the LAB-R, a Spanish Language Assessment Battery (S-LAB) is administered to determine language dominance for instructional planning.
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.
ENYMSE has protocols in place to ensure that parents understand all three program choices for ELL qualified students, including the Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding ESL program choices. After identifying students entitled to services based on LAB-R results, parents are invited to a Parent Orientation Meeting, where the ESL teacher is present as well as a translator if needed. At the meeting, the LAB-R test results are explained and parents are shown the Program Selection Video in their native language. After viewing the Parent Orientation Video and reading the accompanying translated brochure outlining the programs available through the DOE, we further explain the programs and answer any questions that the parents may have regarding the programs.
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 [\[see tool kit\]](#).)
At the end of the Parent Orientation Meeting described above, parents are given a Parent Survey and Program Selection Form in their native language. Parents are asked to read and complete the form and select the program they would like for their child, ideally by the end of the Parent Orientation Meeting. If a parent does not want to make a decision on the spot, they may bring the Parent Survey and Program Selection Form home with them but we ask that they return it within the week to ENYMSE. If a form is not returned, the ESL teacher and parent coordinator conduct outreach to parents reminding them of the importance of returning their choice form. The school secretary is responsible for filing Parent Surveys and Program Selection Forms.
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.
Parents are given the required Parent Survey Program Selection Form to complete. After the forms are returned, ENYMSE determines which program to place the student in as dictated by the parents' choice. If parents choose to enroll their child in either a Dual Language (DL) or Transitional Bilingual Education (TBE) program, ENYMSE's intake team puts the parents in contact with the DOE's Office of English Language Learners so it can recommend nearby schools that currently have those programs in place to the parent. If parents choose to enroll their children at ENYMSE despite the fact that we do not currently have their first choice program at our school, we keep record of parent preferences so we can notify them if/when the program of choice becomes available at ENYMSE. The ELPC screen in ATS is updated within 20 days of the school receives a parents' choice survey. ENYMSE's ESL teacher or other Spanish speaking staff member communicates with those parents whose native language is Spanish. When a parent's native language is something other than Spanish, ENYMSE utilizes DOE translation services to communicate with parents in their native language. ENYMSE provides translations of communications with parents, as well as translation services at in-person meetings.
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.
We administer the NYSESLAT in late April or early May. Students are brought to a separate room with minimal distractions where a certified teacher administers the test. A certified teacher other than the ESL teacher administers the Speaking section of the test.
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. **①**
100% of the parents surveyed have chosen the ESL program. The program model offered at our school are in alignment with the parent request.

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])?

ENYMSE uses an organizational model that includes both Push-In and Pull-Out instruction for our ELLs and significant collaboration between the ESL and ELA teachers. ELLs at each grade level are placed in the same class to enable the ESL teacher to serve them simultaneously when pushing-in to content area classes. Pull-out groups are mostly homogenous, as 8 out of our 10 ELLs are at the Advanced proficiency level. Our one Intermediate 6th grader pulls-out along with her Advanced 6th grade peers and receives additional one-on-one instruction to provide targeted literacy support. Our one Beginner 7th grader is pulled-out individually to receive intensive one-on-one instruction at his level, while our four Advanced 7th graders pull-out together. Our sole 8th grader, who is Advanced, receives pull-out one-on-one instruction once a week and otherwise receives push-in ELA support. All of our students also receive at least one period (45 minutes) of pull-out ESL support, with our beginner and intermediate students receiving three such periods for a total of 135 freestanding ESL minutes and our advanced students receiving one such period for a total of 45 freestanding ESL minutes.

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)?

At ENYMSE, we have a full time ESL teacher serving only 10 students, so we are able to provide all of our students with more than the minimum amount of ESL instructional minutes required as per CR Part 154. Each student is assigned a weekly schedule to meet

the minutes required using a combination of pull-out ESL instruction and ELA enrichment. Currently, our ESL teacher pushes-in to 6th grade ELA classes for 7 periods, or 315 minutes a week. She pushes into 7th grade ELA classes for 6 periods, or 270 periods a week. Additionally, she pushes into 8th grade ELA classes for 4 periods, or 180 minutes a week. All students, regardless of their

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.

To provide students with the language skills they need to be successful in grade level classrooms our school utilizes the Push-In and Pull-Out model. In the Push-In ESL model, our ESL certified teacher goes into a classroom to provide ESL instruction. This often includes small group parallel instruction inside a class, while the regular classroom teacher is providing instruction to the remainder of the students. The ESL teacher plans ahead with the content-area teacher to ensure that she is prepared to scaffold lessons effectively. This ensures that the ESL methodologies are incorporated in all four content areas for the language skills such as listening, speaking, reading and writing. In the Pull-Out model, our ESL certified teacher provides ESL instruction to a group of students in a separate classroom appropriate to the number of students being served. Again, the ESL teacher uses ESL methodologies to make the grade level core curriculum comprehensible for students and to provide targeted literacy support. Materials being used to support our ESL students include: Non-fiction texts across content areas, grade level appropriate literature, leveled text for reading instruction, visuals and audio aids.

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

ENYMSE administers the Spanish LAB-R to new DOE admits who speak Spanish in the home in order to determine their language dominance. The ESL teacher also informally evaluates Spanish-speaking students' native language literacy throughout the school year and provides native language reading materials to ELLs to encourage their native language development, as research has shown that native language literacy development is strongly correlated with second language literacy achievement. When a students' first language is not Spanish we bring a screener to evaluate their first language skills.

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

Our ELLs are evaluated in all four modalities of English acquisition throughout the year using ELL Periodic Assessments and in-class teacher developed assessments. The ESL and ELA teachers conduct running records to evaluate all students' reading ability. Students are also evaluated on their reading ability using the Scholastic Reading Inventory (SRI) assessment and Achieve 3000 Lexile Assessment. Students write weekly tasks in ELA that are evaluated by both the ELA and ESL teachers to determine the students' instructional needs. Speaking and listening skills are assessed in pull-out ESL class through informal conversation and listening exercises.

6. How do you differentiate instruction for ELL subgroups?

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

a.) Currently, ENYMSE does not have any SIFE students. If a SIFE student were to enroll at ENYMSE, teachers would work with the parents to develop a plan to bring the student up to grade level in all content areas as quickly as possible. Because the ESL teacher has a modest caseload, we would be able to provide intense one-on-one support to any SIFE student that were to enroll at ENYMSE and would begin by developing his/her native language literacy. When students' families plan to be out the country, ENYMSE staff reaches out to the family to discuss the importance of not missing school and, when necessary, works with them to provide the students with work in advance, so that students do not fall behind.

b.) Currently ENYMSE does not have any new ELLs. When a new student enrolls in ENYMSE, teachers apply different ESL strategies, including differentiated instruction and scaffolding, in order to meet the needs of these students. Students that test at the Beginners and Intermediate levels of proficiency receive additional ESL periods and small group ESL instruction. All of our ELL students are provided with ample opportunities to interact with native English speakers and take part in collaborative learning through heterogeneous groupings.

c.) ENYMSE currently has 3 ELLs who have been receiving services for 4-6 years. By working with teachers, parents and the students themselves, the ESL teacher creates an individualized plan to maximize the learning outcomes for every student, with the goal of improving English language skills on the NYSESLAT and in other forms of assessment to optimize school performance and learning.

d.) ENYMSE currently has 7 long-term ELLs and 6 of those have Individualized Educational Plans (IEPs) to address learning disabilities with which they have been diagnosed. As stated above, ENYMSE works with teachers, parents and students to put together a plan with both long-term and short-term goals to improve students' English language skills and ultimately pass the NYSELAT. The ENYMSE ESL teacher also works closely with the school guidance counselor, classroom teachers and the special education team in order to ensure that each individual students' learning needs are met. Because many of our students struggle with grade level reading and writing and have relatively strong listening and speaking skills, extra emphasis is placed on reading instruction as well as teaching the conventions of written

language in ESL classes.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher works closely with our Special Education team and the ELL-SWD students themselves to develop individualized Student Action Plans (ISAPs) to support ELL-SWD's goals and learning needs. The ESL and Special Education teachers work collaboratively to differentiate and scaffold instruction to ensure that ELL-SWD students are receiving comprehensible input in all content areas and developing their English language skills across all four modalities.

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?

Each student is serviced through a Push-In model ensure they work to achieve their IEP goals and attain English proficiency within the least restrictive environment. Advanced ELLs only pull out one period a week and receive the vast majority of their ESL instruction through push-in support in their ELA classes. Our ESL certified teacher works closely with the content area teachers to provide the most effective means of ESL services while keeping the students in the class with their peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

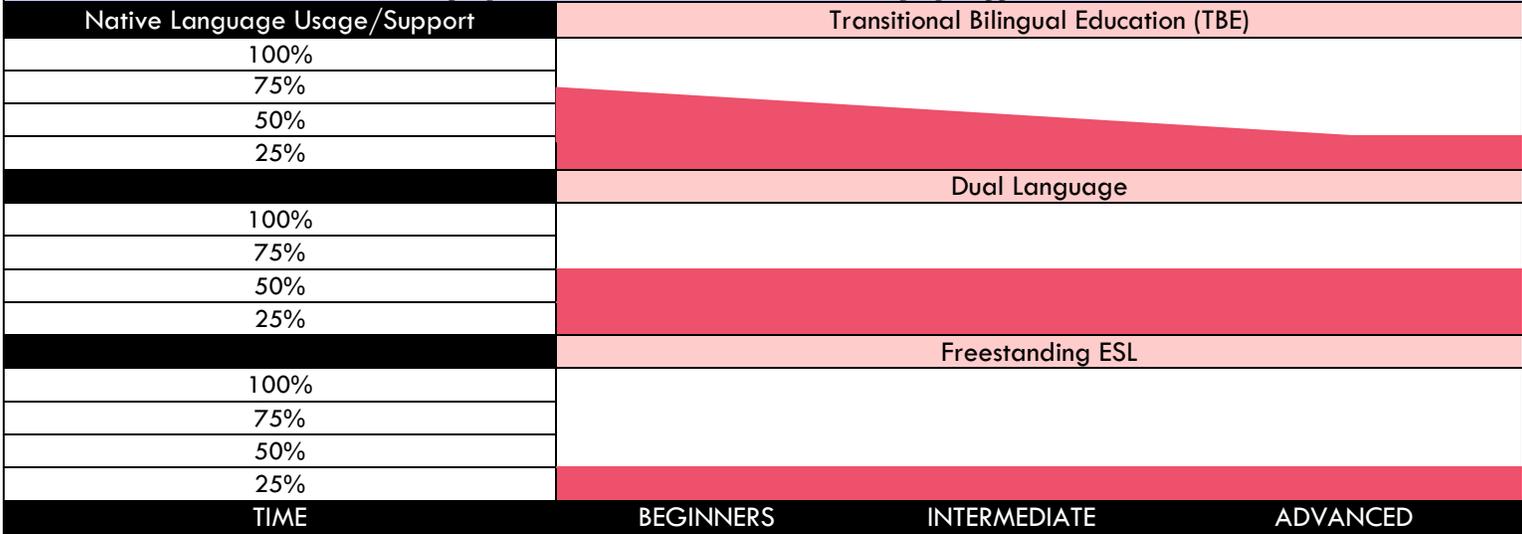
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Every student at ENYMSE participates in academic enrichment through Extended Day programming twice a week. This programming provides extra support in both ELA and Math. Our beginner and intermediate ELLs work one-on-one with the ESL teacher twice a week with on targeted reading skills including phonological awareness, phonics, fluency and sight words. All push-in services are currently offered through ELA classes, which in turn supports our students' abilities to understand and participate in other content area classes. When there is a problem of comprehension identified by one of the content area teachers for a specific students, the content area and ESL teachers work together to develop a plan to address such an issue. Solutions have included the ESL teacher re-writing Social Studies text to make them more comprehensible for students and the ESL teacher pushing into math, science, and social studies classes on occasion to get an idea of what is being studied in each in order to plan ESL lessons that teach language objectives that support what is being learned in the content area classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program has been effective to the extent that 100% of our ELL students met promotional requirements for the last school year. Last year 40% of our ELLs scored Proficient on the NYSESLAT and tested out of ESL.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we've hire a bi-lingual ESL teacher. As a result, additional native-language support is being provided to our SLL students.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded the same learning opportunities as all ENYMSE students. As part of their regular class instruction, all ELL students participate in all curricular programming, including ELA, Math, Science, Social Studies, Spanish, Music and Physical Education class. ENYMSE also provides afterschool test preparation courses to all students. Extracurricular activities available to all students include Track Team and Debate Team.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL students utilize Achive 3000 which supplements reading comprehension instruction and offers second language support. Students have access to laptops and thus can access Google translator and other online translators. Students also use a variety of fiction and non-fiction texts and various teacher produced tools which provide various entry points for learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ENYMSE's ESL teacher provides native language support by translating instructions or unknown words into Spanish, the native language of 100% of our ELL students, when necessary to facilitate comprehension. Cognate identification is stressed when teaching new vocabulary and as a strategy for predicting the meaning of unknown words when reading. During the presentation of grammatical rules and/or phonics patterns, the rules or patterns of English are compared to and contrasted against relevant rules and patterns in Spanish to foster students' metacognitive understanding of both languages. Students also have access to a wide range of translation supports as listed above.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL students use the same materials as our non-ELL students since their reading and writing levels are similar. The ESL teacher scaffolds by providing support in understanding the material when needed as well as providing help with skills to address their needs.
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.
- ESL teacher provides brief orientation for new ELL students which will include reading list and materials as well as other resources for new students and their families to aid in language acquisition and mastery.
18. What language electives are offered to ELLs?
- All ENYMSE students including ELLs are offered Spanish class.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

We currently have one ESL teacher serving as the point person on ELL instruction. The teacher is supported through various trainings and workshops offered by the DOE's Office of English Language Learners and the CUNY network. This year she has attended a "Nuts and Bolts of ELL Specific Topics for New ELL Coordinators" put on by the DOE's Office of English Language Learners. She also attended a professional development workshop through the DOE's OELL dedicated to the drafting of LAPs and Translation Interpretation Plans. Additionally, she attends monthly ELL Liason PDs put on by the CUNY network. These PDs address the specific challenge of supporting ELLs as they engage in the Common Core Learning Standards. Our ESL teacher provides training to all content teachers occasionally throughout the year during monthly staff data meetings and weekly common planning sessions. All teachers are trained in best teaching practices to facilitate student transition to middle school, high school and beyond. Training includes understanding the needs of students and parents who are non-native English speakers. Records of trianing are maintained through professional development binders.

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?

Parents are very involved at ENYMSE, engaging in a wide variety of roles on the School Leadership Team, as well as through the Parent Teacher Association. The PTA has an active committee to ensure the rights of non-native speaking parents. Our students' parents come in for biyearly parent-student conferences and the ESL teacher communicates directly with students' parents on an as needed basis via telephone to keep them updated about their students' progress. Our school currently does not have a partnership with a Community Based Organization that provides workshops or services to ELL parents. ENYMSE staff, including the parent coordinator, guidance counselor, and the parent coordinator are familiar with the Language Allocation Guidelines, LAP Handbook for ELL Programs, LAP principles, and NYS regulations (CR Part 154). ENYMSE provides bilingual translation as needed. Parents are provided with in-house translation, as needed, through our bilingual guidance counselor, ESL teacher, and other staff members.

E. Additional Information

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

School Name: ENYMSE

School DBN: 19K678

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Malik A. Small	Principal		12/6/13
Christopher Suk Lee	Assistant Principal		12/6/13
Dawn Martin-Thomas	Parent Coordinator		12/6/13
Devon Whitham	ESL Teacher		12/6/13
Neomi Cotto	Parent		12/6/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Desiree Sandovol	Guidance Counselor		12/6/13
Alan Dichter	Network Leader		12/6/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K678 School Name: ENYMSE

Cluster: 521 Network: CUNY

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.

1. The ESL teacher, teachers, parent coordinator and secretaries review Home Language Surveys, NYSESLAT and office blue cards to determine parents' choice for school communication. Classroom teachers also inform the school staff and administrators of translation needs for their students' parents.

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.

Our parent surveys and teacher surveys have informed us the need for oral translations during parent teacher conferences, guidance/counseling meetings and for transportation needs. Our parents have expressed to us that written translations are needed for important information pertaining to their children's education and safety. Most of the language needs of the families were discussed during general staff meetings as well as availability of certain services.

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.

We utilize available staff members as well as the DOE Translation Services for providing written translated materials (thebigword.com). Documents are translated into mainly Spanish and Bengali. In anticipation of important public announcements, our school utilizes available materials already translated on the DOE website as well as soliciting translation services ahead of time for documents created within our school.

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

Oral translation services are available through our staff members when needed. If a need for language translation other than the services we are able to provide in house arises, we utilize over-the-phone interpretation services provided by DOE.

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>.

Signs are clearly posted in the main office for translation services. The school sends notices in English and appropriate translated versions. Our staff member provides translation during registration and translated letters are made available when necessary. Arrangements are made to have a scheduled translator available for all parent meetings including curriculum conferences, parent teacher conferences and PTA meetings, when necessary.