Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name:	**TECHNOLOGY, ARTS AND SCIENCES STUDIOS**
DBN (*i.e. 01M001*):	**01M301**
Principal:	**GEORGE MORGAN**
Principal Email:	**GMORGAN@SCHOOLS.NYC.GOV**
Superintendent:	**DANIELLA PHILLIPS**
Network Leader:	**CRISTINA SOLIS**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
George Morgan	*Principal or Designee	
Deanna Keller	*UFT Chapter Leader or Designee	
Stephanie Brooks	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ana Horton	Member/ parent	
Ester Mata	Member/ parent	
Jose Martinez	Member/ parent	
Anisa Cortez	Member/ parent	
Ben Lewin	Member/ teacher	
Russell Lerner	Member/ teacher	
Catherine Lanham	Member/ teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
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, all teachers will implement instructional strategies aligned with Common Core Learning Standards that will result in a .03 point increase in student proficiency as measured on our 6th, 7th and 8th grade New York State ELA and Math exams.

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.
Although we have made significant gains in both ELA and Math scores school-wide, our student performance remains low, with most students scoring level one or level two in both ELA and Math. These scores signify a need to align content area instruction more closely with the Common Core Standards. Furthermore, last year's Developing Quality Review shows TASS receiving a score of "Developing" in o 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards o 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. o 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. The above evidence points to a need of overall curriculum design based upon careful alignment to Common Core Learning Standards and NYC DOE Expectations for Learning.

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
Cognizant that last year's DQR feedback informed us that we struggled as a community with consistency in planning, curriculum alignment, and giving students rigorous work tasks aligned with standards in all classes on a consistent basis, we have collectively come up with a working definition of rigor that focuses on having high expectations of our students in terms of deep "slow" thinking, grit and perseverance, while at the same time accounting for ability differences. We will focus on creating coherent curriculum maps, and corresponding unit plans where instructional outcomes, the activities, materials, methods and student groupings are aligned with one another, and where sequencing of activities is logical and progresses from easier to more difficult. In creating our Monday afternoon professional development (95 minutes every Monday afternoon, starting September 8, 2014 to June22, 2015 we emphasize the following goals that all flow in and out of our instructional focus: • Designing lessons to foster the growth of intrinsic motivation – this requires designing lessons where kids understand what we do today flows into what we do tomorrow. • Transference -- designing lessons that start with the Big Idea, and include student outcomes (by the end of this lesson, by the end of this unit, by the end of this year, the student will be better able, on their own, to effectively use all the content to. . . • Close reading techniques-- annotation citing text evidence. • Writing which uses evidence to support our premise across content area. • Encouraging students to engage in meaningful discourse that will spur opportunities to develop ideas respond to one another and challenge their peers – with the teacher more as a facilitator. • Creating opportunities for research/evidence based writing. • Creating opportunities for argumentative/persuasive writing. • Incorporating more world context – drawing relationships between content areas. • Helping students feel comfortable with ambiguity and failure. • Encouraging students to stay with a task, and not give up on a tough challenge.

Other areas of focus are the creation of

- Afterschool partnership planning between math/ELA teacher and ICT special education co-teacher -- meet 1 hour every week.
- ELA and Math teams studying the Universal Design for Learning principles – having discussions around them, and seeing how they can be applied to the various members of our student body.-- Every 3rd Monday of the month
- Selecting and implementing Common Core Learning Standards aligned tasks from the Universal Design for Learning principles as part of the New York City Citywide Expectations for learning – ongoing --at least three 8 times per year in math, and 4 times per year in ELA.
- Math and ELA teams break down teacher created or amended Common Core aligned task for peer review, feedback and adjustment. Every 3rd Monday of the month.
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B. Key personnel and other resources used to implement each strategy/activity

1. Social studies, Science, ELA and Math teams
2. ELA and Math teachers and their ICT special education co-teacher.
3. Principal
4. Special education IEP teacher
5. Per-session funding to provide for weekly teacher meetings.

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

1. ELA and Math students will take task oriented baseline assessments given in September. Teachers will give common core aligned tasks built upon either components of The UDL, Expeditionary Learning Units, or CMP Math units. In teams, teachers will periodically (formally, every other month) assess random case studies to see if tasks are effective

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

1. Start: 2nd week in September
2. Finish: 2nd week in June
3. 95 minute PD every Monday starting September 8, 2014 to June22, 2015
4. Learning task throughout the year – math 8 – 2 for each marking period, ELA 4 -- 1 for each marking period
5. ELA and Math team study (UDL and task peer review) – Every 3rd Monday of each month.
6. Team meetings: Every other Tuesday from 3:00-4:00pm.
7. Co planning partnerships – Weekly

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

Creation of a professional development committee to plan Monday Professional Development sessions around the creation of rigorous tasks. – Structured professional development consisting of a team approach starting with a book study on working with middle school students and what types of teaching styles work best for this age group. Followed by the development of a school wide writing curriculum based on Common core writing standards, and the study of accountable talk strategies starting in January using on line professional video series from UDL and EngageNY.

Universal Design for Learning -- (UDL) is a set of principles that provides teachers with a structure to develop instruction to meet the diverse needs of all learners. A research-based framework, UDL suggests that each student learns in a unique manner so a one-size-fits-all approach is not effective. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs.

Expeditionary Learning Modules -- These modules include authentic reading materials. Authentic reading materials include published works that are typically encountered by students in daily life, such as in magazines, books or newspapers.

Amended and differentiated Connected Mathematics Project learning -- Classroom instruction focuses on a combination of CMP and teacher created curricula which is based on inquiry and investigation of mathematical ideas embedded in rich problem situations, and Mathematical tasks for students in class and in homework are the primary vehicle for student engagement with the mathematical concepts to be learned. The key mathematical goals are elaborated, exemplified, and connected through

the problems in an investigation.

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).
Presentations by school staff at monthly PTA meetings on Best Practices in ELA and Math as well as Common Core Learning Standards, and classroom expectations across all content areas.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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 2015, all ELA, Social Studies, and Science teachers will implement instructional strategies that will result in a 5% increase in students scoring on the respective 6th, 7th and 8th grade rl.4 question on the New York State ELA exam.

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.
Looking at the ELA section of TASS' Item skill analysis tool, which provides a lens to the data on the New York State ELA exam, we find our lowest scores on answering the *"craft and structure*" and the "*Integration of knowledge and Ideas*" sections of the exam. Specifically, our lowest score on each grade's test was in 6RI.4 – Reading standard for literature – Determine meaning for words and phrases as they are used in text including figurative and connotative meanings and analyzing the impact of a specific word choice on meaning and tone. 7RL.4 Reading standard for informational text – Analyze the structure an author uses to organize a text including how the major sections contribute to the whole. 8RL.4 Language standards: Use context – overall meaning of a sentence and or paragraph or a word's position or function in a sentence as a clue to the meaning of the word or phrase. These standards overlap, and show that we need to implement significant changes in how we work with complex texts, point of view, word context and meaning and introducing and increasing prior knowledge. Due to register loss budget cuts, we lost our Theater Arts Program. Furthermore, teacher collected evidence and classroom generated assessments show that many of our students lack a significant knowledge base. Our curriculum is very skills heavy, but content knowledge, and the synthesis of new schema is lacking. Principal observations show that many classroom activities exist in a vacuum. Students are not using classroom information to make connections between content areas. Driving at the Big ideas needs to be more multidimensional, and reflect living in a 21st century world.

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
Core content area teachers will give students rigorous work tasks aligned with standards in all classes on a consistent basis, we have collectively come up with a working definition of rigor that focuses on having high expectations of our kids in terms of deep "slow" thinking, grit and perseverance, while at the same time accounting for ability differences. We will focus on creating coherent curriculum maps, and corresponding unit plans where instructional outcomes, the activities, materials, methods and student groupings are aligned with one another, and where sequencing of activities is logical and progresses from easier to more difficult. Core content area teachers will work with a multiple array of sophisticated, authentic fiction and nonfiction texts and provide rigorous questions and response prompts to generate deep thinking around complex texts, point of view, context and meaning. To increase knowledge base and help make connections between related subject matter, we have created a partnership with Lincoln Center Education. We plan to implement the following strategies that will be used to achieve our goal: • Teaching in all classrooms, *The Capacities for Learning* which are core skills—observing, synthesizing, assessing—and operate as both strategies for, and outcomes of, study according to LCI's practice. They also serve as the discrete elements through which students can achieve the Common Core Standards and the Danielson rubric. • LCE – Inquiry team – Meets monthly working on the focus question: How well do the Capacities for Learning align with Common Core Standards? • Lincoln Center Professional Development with teachers 4 times per year on integrating arts into content area teaching. • Lincoln Center teaching artist pushing into classes 4 times per year for 6 days to lead and model instruction in arts integration in math, ELA, science and social studies class. • Field trips to Lincoln Center for student art exposure, and study.

2. Key personnel and other resources used to implement each strategy/activity
1. All teachers 2. Principal 3. LCE teaching artists 4. School auditorium and stage props 5. Laptop carts and computer technology 6. Smart boards
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Common Core Learning Standards aligned tasks in ELA, Math, Science and Social Studies that exhibit layered, sophisticated thinking, with integrated, synthesis that requires creative thinking.
4. Timeline for implementation and completion including start and end dates
1. October 11 -- Faculty wide Professional Development with LCE developer 2. January 12 – Teaching Artist professional development and unit plan with 6th grade teachers 3. March 2 – Teaching Artist professional development and unit plan with 7th grade teachers 4. January 15 – Lincoln Center event 6th grade 5. March 9 – Lincoln Center event 7th grade 6. May 11 – Teaching Artist professional development and unit plan with 8th grade teachers 7. May 18 – Lincoln Center event 8th grade
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Creating common language among teachers, administrators, parents and students around the Capacities for Learning including: 2. Creating Meaning 3. Noticing deeply 4. Taking action embodying 5. Showing action and engagement 6. Lincoln Center teaching artist pushing into classes 4 times per year for 6 days to lead and model instruction in arts integration in math, ELA, science and social studies class 7. Field trips to Lincoln Center

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).
Parents were presented with the Capacities for learning at our September 18 curriculum night. They are invited to attend class sessions and field trips to Lincoln Center

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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 April 2015 TASS' will implement strategies that will show a 10% increase in our parent response rate on our school survey.

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.
Our most recent Learning Environment Survey indicates that we have very little change in our parent response rate, (26% compared to 53% citywide). Furthermore, conversations with parent SLT members indicate that a large segment of our parent population continues to feel disenfranchised and not involved with school activities.

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
6. Aggressive outreach to parents about school activities through: • Teacher utilizing parent Tuesdays to call and or meet with students' parents between the hours of 3-4pm. • Newly acquired Blackboard phone system to provide messages and updates from school on a regular basis • Use of Jupiter Grade Pro on line grading and communication system so parents can check student grades and messages from teachers in real time. • Monthly Parent/Teacher Association meetings in both day and evenings to accommodate all parents work schedule. • Parent liaison who actively recruits parents to PTA meetings and other school functions • Bulk email blasts through Jupiter grade portal from principal and other school members to communicate school activities • School calendar sent home monthly and on-going communication from parent coordinator • Celebrations involving both parents and students throughout the year
2. Key personnel and other resources used to implement each strategy/activity
1. Principal 2. Parent Coordinator 3. PTA co-presidents 4. Title one representative 5. School Leadership Team members
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Increased attendance at school related events 2. Increased attendance at PTA meetings 3. Increased attendance at Parent/Teacher Conferences 4. An increase on our Learning Environment Survey in all categories
4. Timeline for implementation and completion including start and end dates
1. September – June Monthly calendar sent out on the first of the month Every month – PTA meeting Monthly school – leadership meeting Paper report cards – November, February, April, June Other initiatives on-going
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
• Parent meeting Tuesdays • Blackboard phone system to provide messages and updates from school on a regular basis • Use of Jupiter Grade Pro on line grading and communication system so parents can check student grades and messages from teachers in real time. • Monthly Parent/Teacher Association meetings in both day and evenings to accommodate all parents work schedule. • Parent liaison who actively recruits parents to PTA meetings and other school functions • Bulk email blasts from principal and other school members to communicate school activities

- School calendar sent home monthly and on-going communication from parent coordinator

1. Celebrations involving both parents and students throughout the year

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).

As stated in the Parent/Teacher Compact

We understand: the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress – using Jupiter Grade Pro, teacher phone calls home, report cards, other notices**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
6.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
6.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Balanced Literacy	Small group	ELA pull out during school day
Mathematics	Task oriented Instruction	Small group	During the school day
Science	Guided Reading, Interactive Writing	Small group	Before school and after school
Social Studies	Guided Reading, Interactive Writing	Small group	Before school, and after school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	General Counseling	Small group or one-to-one	Various times throughout the day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

9. 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.

- Attending NYCDOE sponsored job-fairs where candidates are prescreened using multiple screening points.
- Provide mentoring for newly hired teachers through a highly qualified mentor partner
- Providing differentiated professional development opportunities for teachers to support their craft in areas where they feel they need support – or areas were administration and teachers mutually agree.
- Frequent cycles of admin observations and feedback to provide support and next steps in helping teachers succeed
- The Use of the Danielson framework to help teachers learn best practice.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

In creating our Monday afternoon professional development we emphasize the following goals that all flow in and out of our instructional focus:

- Designing lessons to foster the growth of intrinsic motivation – this requires designing lessons where kids understand what we do today flows into what we do tomorrow.
- Transference -- designing lessons that start with the Big Idea, and include student outcomes (by the end of this lesson, by the end of this unit, by the end of this year, the student will be better able, on their own, to effectively use all the content to. .
- Close reading techniques-- annotation citing text evidence
- Writing which uses evidence to support our premise across content area.
- Encouraging students to engage in meaningful discourse that will spur opportunities to develop ideas respond to one another and challenge their peers – with the teacher more as a facilitator.
- Creating opportunities for research/evidence based writing.
- Creating opportunities for argumentative/persuasive writing.
- Incorporating more world context – drawing relationships between content areas.
- Helping students feel comfortable with ambiguity and failure.
- Encouraging students to stay with a task, and not give up on a tough challenge.

We have Bridges for Learning Network professional developers cycling throughout school to provide extended, in house professional development in the areas of Math, Special Education, and Science.
Each developer comes one full day for 5 weeks. Respective Dept. teachers meet with PD expert, as well as attend school wide walkthroughs, modeling experiences and off site workshops.

Lincoln Center Education provides Professional Development with teachers 4 times per year on integrating arts into content area teaching

On-going department meetings (by-monthly) to provide self-guided, in-house, planning and development.

On going in house study of Charlotte Danielson's teaching framework.

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.).

Funds for services for students in Temporary Housing are used to provide needed school supplies for students in temporary housing such as book-bags, books, calculators and other learning tools. In high need cases, this funding is used to provide counseling, tutoring, or other social/emotional or academic services.

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.
Teachers voted on a core committee to meet throughout the year regarding assessment selection measures. All members attended professional development in August, and members convened 3 times before the beginning of the school year to choose appropriate assessments for the various subject areas as well as helping to coordinate teacher created 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)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; *TASS holds workshops for parents at two monthly PTA meetings in Parent Literacy support and math support – Parents are given strategies to support student work in these areas at home. Parents are also given one workshop in technology training—computer support given by our in-house technology teacher.*

- 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; *TASS holds a curriculum night in September where parents are given their child's curriculum map in all subject areas. And teachers help parents understand the school's expectations in terms of what needs to be done at home, and how parents can best support their child. PTA meetings are monthly and staff meets with parents to give information on an as needed basis.*

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; *Our school guidance counselor and social worker conduct a workshop at the beginning of the year about early adolescent development and how families can best support them both academically and socially. Parents have access to an on-line report card and information page where they can monitor their child's academic and social activity in real time. All staff members are accessible by phone and email.*

- providing assistance to parents in understanding City, State and Federal standards and assessments; *Testing information is gone over at the PTA math and literacy workshops. Principal and Data coordinator are accessible through phone and email to address any individual questions and concerns parents might have. Aris link information is gone over by parent coordinator at PTA meeting. And all DOE literature on the topic is sent home.*

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; *All school literature is available in English and Spanish, and can be translated into other languages on an as needed basis. All staff are aware and use the DOE provided translation services.*

- 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; *We provide in house professional development in the beginning of the year to support our school staff with the assistance of parents. Principal and Parent Coordinator work with teachers year round to help teacher/parent relationships.*

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; *Parents are accountable for input in building the CEP including the Title 1 SWP policy and the School – Parent Compact. This information is presented to the larger PTA by the PTA president.*

- 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; *Parents serve on School Leadership team which has equal parts parents and teachers. Parents decide Title 1 set aside allocations at PTA with principal and SLT input, and bring their ideas to the SLT for approval.*

- 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; *Parents serve on School Leadership team which has equal parts parents and teachers. Parents decide Title 1 set aside allocations at PTA with principal and SLT input, and bring their ideas to the SLT for approval.*

- 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.; *TASS has a full time Parent Coordinator who serves as a liaison between the school and the families. She is a nonvoting member of our SLT, and she attends all PTA meetings. She maintains a parent information bulletin board, and she creates and sends out a monthly calendar to families.*

- 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; *NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report were all addressed at our first SLT meeting and the first PTA meeting.*

- 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; *Annual Title I meeting is held before each October's PTA meeting where parents are made aware of Title I rights for parents and families.*

- translate all critical school documents and provide interpretation during meetings and events as needed; *All school literature is available in English and Spanish, and can be translated into other languages on an as needed basis. All staff are aware and use the DOE provided translation services.*

- 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; *Both Parent and teacher members of SLT are invited to two District-wide workshops where SLT protocol and Title I initiatives are addressed by district wide professional developers.*
-

TASS further encourages school-level parental involvement by:

- 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;
- 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

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL

We understand: the need to offer a flexible number of meetings at various times and if necessary provide funds for class coverage and interpreters in order to facilitate meetings.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the SWP Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction based upon New York State Standards and best teaching practices.

We understand: the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities – call office in advance to arrange**

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

PARENT/GUARDIAN

I understand: the need to be involved in my child's education.

I understand: the need to work with my child on schoolwork; read with my child on a regular basis and encourage my child to read each day.

I understand: the need for me to monitor my child's:

- Attendance at school

- Homework
- Television watching
- Health needs
- behavior

I understand: the need to share responsibility for my child's academic achievement.

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process

I understand: that the Lincoln Center Education *Capacities for Learning* is used in instruction school wide, and as such it is my responsibility to be familiar with its components and language

Student Responsibilities

I understand:

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

I understand: that the Lincoln Center Education *Capacities for Learning* is used in instruction school-wide, and as such it is my responsibility to be familiar with its components and language

DBN: 01M301

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 codes[1]. 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 consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$99,090.09	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	$1,101,728.00	X	See action plan

[1]Explanation/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.

[2]The **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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 01	Borough Manhattan	School Number 301
School Name Technology, Arts and Sciences Studios		

B. Language Allocation Policy Team Composition ⓘ

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 George Morgan	Assistant Principal none
Coach NA	Coach NA
ESL Teacher Meagan Driver	Guidance Counselor Michael Goodwin
Teacher/Subject Area Meagan Driver	Parent Sasha Silverman
Teacher/Subject Area Robert Thompson	Parent Coordinator Darlene Fien
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	0	Number of certified bilingual teachers not 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 not 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)	159	Total number of ELLs	10	ELLs as share of total student population (%)	6.29%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out								8	8					16
Push-In							3	3	3					9
Total	0	0	0	0	0	0	3	11	11	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	**Newcomers (ELLs receiving service 0-3 years)**	3	**ELL Students with Disabilities**	5
SIFE	1	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	3

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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	1	6	3			4			10

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	3	1	6	3	0	0	4	0	0	10
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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	1					5
Chinese							1	1	1					3
Russian														0
Bengali														0
Urdu														0
Arabic									2					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	5	4	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)								2	1					3
Intermediate(I)									2					2
Advanced (A)							1	3	1					5
Total	0	0	0	0	0	0	1	5	4	0	0	0	0	10

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

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

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

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

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

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

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

1. 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.

   We give local assessments (New York City Perfomance ELA tests) in September to establish a baseline in the areas of writing ability. We measure student responses againt the Performance assessment rubric in the catagories of focus: position, development, reading, introductions and conclusions, structure and transitions. We also give TCRWP and QRI assessments to establish reading levels and

evaluate decoding, fluency, and comprehension skills. We have found that overall, our ELL students are low skilled performing a level one or level 2 on most of the baseline assessment traits, and reading at a level p or q in grade 6 and r,s,t in grades 7 and 8 . Several of our students also have special education classifications (Learning Disabled, and receive SPED services. We use this information in forming apropriate reading and working groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   Paste response to q

   2. The majority of ELL's at TASS score in the intermediate and advanced range of the NYESLAT on Listening/Speaking section, while scores on the Reading/Writing were somewhat lower.

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)

   N/A

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

a.ELL students are showing similar results in tests taken in English as well as their native languages. Students are fairly adept at decoding and speaking the words that they see, but overall, students struggle in comprehension in both native language and English assessemts. Furthermore, writing skills in both English and native language assessments are low level -- well below grade level. b. School leaders and teachers are using grouping students acording to individual skills as referenced from the ELL Period Assessmets. Leaders and teachers use that information to address teachers in professional development sessions, and to group ELL students for effective instruction. c. Most of our students are proficient English speakers, with only two being beginners. We have learned that the majority of our students have major skill gaps in reading comprehension, and writing skill and technique. Native language is used rarely because the majority of our students speak and understand English to a proficient level. We do use bilingual dictionaries and computer programs when necessary to scaffold understanding with the few students who still rely on native language.

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*.)

   Our data reveals that most of our ELL students fall into the category that receives tier II interventions. They need axtra attention and activities on top of their core instruction. We provide groupings that corespond to research based intervention strategies such as graphic organizers and other instructional aides as well as low student teacher ratio and segments of balanced literacy program strategies.

6. How do you make sure that a child's second language development is considered in instructional decisions?

   We have team meetings once a week where ELL teachers coordinate with genreral education and special education teachers in making appropriate instructional decisions in terms of a child's second language development. Furthermore, our ELL teacher meets one on one with subject area teachers for a planning session once every two weeks.

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?

   NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

   ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Liaison is working closely with ELA teachers to align ELA and ESL tasks and Common-Core Standards.

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.)

   1) HILS Language Survey administered by Principal, George Morgan with the assistance of Yizanne McGill, school secretary and Darlene Fein, parent coordinator. Informal interview and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. All parents interviewed selected Free-standing ESL Program. In addition to the LAB-R standardized assessment, the NYSESLAT is administered every spring. This test assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening tests are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including ELL students with IEPs who may not require services. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

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.

   TASS ESL staff shows ESL orientation video and explains options to parents via interpreter if needed. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members. During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.

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

   Entitlement and Continuance Letters mailed to parents/guardians of all ELL's and follow up call to confirm parents received letters, returned letters kept on file in PL 154 Binder in ESL Offic

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.

   Options are explained through either a family member translator, a teacher translator or DOE Translation Services. Close consultation with family is used as criteria to determine which level is appropriate and which type of program family wants for their child in determining placement.

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

   TASS administers all sections fo the Nyseslat to all ELLs the spring of every year as per the New York City and State testing calendar. A dedicated ESL teacher administers the exam over the course of the exam period according to all New York State regulations.

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.

   A review of Parent Survey and Program Selection forms a trend toward free standing ESL programs. Of the2 parents who completed the survey in the past two years, Both opted for a Free Standing ESL program, None opted for a Transitional Bilingual program or a Dual Language Program. Program models are aligned with parent requests. All parents opted for Free-standing ESL program and all choices and requests were accomodated. Program models offered are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Push-in Instruction (Co-Teaching)

ESL and ELA teachers work together to co-teach ELLs, mainstream, and special education students in 12 periods of push-in service (45 minutes each). According to the 2013 NYSESLAT, out of 10 eligible ELLs, 4 ELLs are advanced, 3 ELLs are intermediate, and 3 ELLs are beginners. ELLs, as well as a number of non-eligible and former ELLs, receive the benefits of reading and writing interventions, through programs such as a Reading and Writing Worskshop, computer technology (a teacher designed Wiki with self-directed and independent activities that are disgned to differentiate instruction, and finally, explicit teaching of literacy strategies via push-in co-teaching at TASS. Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and writing strategies, literature, vocabulary, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, and other helpful methods and techniques, to enhance comprehensive input for all students.

Pullout Instruction

We have 8 scheduled periods, 45 each, of pullout instruction, as well as two extended day 50 minute periods. In the pullout periods, we are serving two newcomers from Yemen and El Salvador as well as a three longer-term ELLs who have consistently tested as a beginner/intermediate on the NYSESLAT for several years. Pullout services have been scheduled mainly during Spanish language and arts classes.

All students in the pullout class need intensive instruction and intervention. The class allows the students to gain access to high interest, lower-level reading materials, as well as engage in project-based learning with an emphasis on creativity and higher-level thinking skills. Students practice all four ESL modalities, through technology, literacy interventions, research, presentation, and journal writing.

All students who receive pullout services also receive push-in classes in ELA. The pullout sessions are important for intensive work in writing and reading skills, but the push-in sessions help to integrate the ELLs into the ELA curriculum.

In general, we pull out only about 3 or 4 ESL students, scheduling the pullouts during arts and Spanish classes. Therefore, ELLs may miss only a minimal amount of classes in the content areas. As ELLs become more advanced in their Basic Interpersonal Communication Skills (BICS), develop academic language, and experience increases in reading levels, they will be able to better engage in grade-level content classes.

b. Program Models?

The classes often travel together as a group because ELLs are integrated with monolingual students. For example, ELLs are often placed in one class per grade (602, 702, 801). Others attend self-contained special education classes.

The pull-out classes are ungraded, containing both 7th and 8th graders (between lower level beginner to intermediate proficiencies).

In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

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)?

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organize and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choic of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles.(Columbia Teachers College ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies.

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.

As alluded to earlier, ELL students are integrated into the general education population, which are taught in English, and attend all content area classes whose curriculum is aligned with Common Core Standards. ESL services are interwoven among the ELL students respective program.

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

Through out the coure of the year, we assess students wit translated versions of the NYC Measures of Student Learning Performance Assessments as well as other translated 3rd party assessments.

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

Paste response to question here:

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).

Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson.

This year, the ELL program focus is on multi-cultural content, writing, publishing, and presentation. Our school also plans to focus on projects involving history, geography, mathematics, literature, and creative writing, employing technology, such as the Internet, blogs, and the creation of student websites. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level. Students are given periodic summative and formative assessments to detetrmine appropriate level as well as any changes in level.

Although TASS has only one SIFE ELL we plan lessons in Basic Interpersonal Communication Skills (BICS), academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students.

eaching strategies and techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs. Technology, such as Rosetta Stone, will be used with newcomer SIFEs with elementary knowledge of English. SIFE students will also have access to technology. SIFEs may create PowerPoints that relate to their lives for oral presentations, along with other students who speak the native language, and with help from the ESL teacher. some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop BICS, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, as well as listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help to adjust to a new country, not to mention all new classes in English, and in a variety of subjects. (b) Newcomer students with less than 3 years in the US vary a great deal in their English language skills, depending on the stength of of academic langauge and literacy in L1. For example, a student with 3 years of ESL may read at a third grade level in L2, while another ELL reades at fifth grade level or above. Therefore, at TASS we aim to differntiate instruction for the student, meeting the pupil at his or her level. Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach greater levels of English proficiency. For example, reading intervention, such as the Wilson Reading Program has been very helpful for all students who are able to read in English. This is because the program helps students to learn new content through the guise of factual, academic material, and to apply their learning by writing summaries, essays, and answering pertinent multiple choice questions which are aligned with common core standards.

More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Programs such as Rosetta Stone, translators, word processers, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase what newcomers have learned in the classroom. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Middle school ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become successful in high school. At this point, most ELLs are either at the intermediate or advanced levels in speaking/listening and reading/writing, and require continued explicit teaching of strategies, vocabulary, and content to become proficient in English.

According to a number of studies, it takes 1-2 years for students to attain BICS, while it takes 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities which encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology, 1-3 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through encouraging the use of project-based learning (concludes with a synthesis and application of what students have learned and how they have progressed). As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed, with differentiation, to the 4-6 year group.

d. For ELLs receiving 6 plus years are five (3) special education studens who are in Self-Contained classes. There are also two (2) who receive SETTS, however, one is proficent in Listening Speaing and one is Proficient on the Reading/Writing Section of the NYSESLAT. According to the IEPs of these students, many may have cognitive and/or language processing deficits which may interfere with both L! AND L2 language learning. Margaret Jones, ESL teacher, plans to attend numberous professional development classes to address the needs of Special Education students who also receive ESL services.

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?

   Teaching strategies and techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs.

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?

TASS includes students in small group or one on one instruction where necessary on a daily basis during advisory period and at other times throughout the schedule if deemed necessary.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   ELL students receive targeted intervention in ELA, math and other content areas through RTI strategies implemented first by the classroom teacher, in coordination with the ESL teacher and other service providers. Team meeting happen every week on Thursday mornings. Challanging cases are referred to our PPT team which meets every Friday. Subgroups targeted are those that fall short of standards and benchmarks on class assessments and informal teacher observation.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Although we have a small ELL population, which hinders logistics and budgeting, TASS does an effective job integrating ELL students into the general population, and we provide as many supports as possible in order to help our students meet standards.

11. What new programs or improvements will be considered for the upcoming school year?

    N/A

12. What programs/services for ELLs will be discontinued and why?

    N/A:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    N/A

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Mentioned prior

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

    Native language support is delivered through in house native speakers

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

    Required services support and resources are age and grade level appropriate as they corrospond to Common Core Currriculum grade levels

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.

    New ELL students are given a "buddy" student who speaks the same language and who will guide the student throughout the first few days of school. Furthermore, staff members are assigned as mentors to keep and eye on and help ELL students adjust to a new environment

18. What language electives are offered to ELLs?

    Spanish

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

    N/A

C. Professional Development and Support for School Staff

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

ESL Teacher attended Wilson Reading Training, Level One to address students who are are on an IEP and recei e ESL services, June 2011, ESL teacher will attend the following conferences during the 2011-12 school year:

2. Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years.

3 Certified ESL teacher gives periodic presentations to staff on current ESL Research and Best Practices

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?

ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes.

2. TASS is school partners with the following Community Based Organizations which preform workshops for both children and parents: Third Street Music, Lincoln Center Institute, Learning Leaders and New York Univeristy. These institutions expose students and their families to different cultural and educational opportunities that bridge the gap between learning outside the classroom to inside the classroom.

3. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student.ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to

4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development.

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.

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Morgan	Principal		1/1/01
None	Assistant Principal		1/1/01
Darlene Fein	Parent Coordinator		1/1/01
Megan Driver	ESL Teacher		1/1/01
Sasha Silverman	Parent		1/1/01
Robert Thompson	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01m301 **School Name: TASS**

Cluster: 01 **Network: 101**

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.

TASS assesses written and oral interpretation needs is to study the school home language surveys. The information tells us how many families require communication in a language other than English. We also conduct informal surveys with our students and their families to see if parents need translation services.

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.

We have four major foreign language needs groups: Spanish, Chinese, Bengali, and Arabic.. These findings have been discussed with the PTA and the parent coordinator. Our ELL teacher and parent coordinator are bilingual and handle much of the oral translation from English to Spanish. We also have 2 other teachers and a school aide who are bilingual in Spanish, and one in Russian. The ESL teacher presents this information at the faculty confernece in November of each year. In addition, teachers are given a copy of the CEP each year, which includes all of the ELL data.

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 rely on DOE translations of essential documents in many cases, such as letters to parents about summer school and gifted and talented testing, etc. We create flyers of upcoming events at the school in 2 languages, English, Spanish. We use googletranslate.com to produce quick written translation in a variety of languages. We use volunteer translators such as family members and friends for transalation of low incidence langues, such as Tagalog, Arabic and Bengali.
During the 2013-15 school years, we plan to continue utilizing the Language Translation and Interpretation Unit to help us serve these populations. We rarely have had occasion to use an outside vendor for written translation services.

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

We have many Spanish speakers in our school community who are able to provide oral and written translations in that language. Oral and written translation services for Bengali, Chinese and Arabic have typically been difficult to provide, however we have found the Language Translation and Interpretation Unit to be very helpful in serving these populations. We use outside vendors for oral translations of exams, such as the NYS Math exam in low incidence languages such as Bengali.

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.

School includes Parents Bill of Rights in the parent handbook. ESL teacher distributes copies to families that need translations provided on the DOE website.

Our Parent Coordinator has posted signs in each of the most prominent covered languages, indicating the availability of interpretation services by the main entrance, near the main office and in the lobby outside of the auditorium and in the parent coordinator's office. . Translated signs, in the covered languages, are available at http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Signs in the most covered languages are posted at the front door

near the safety agent. In addition the safety agent contacts the main office or parent coodinator when a parent entering the building requires language assistance. The Safety Agent also has the contact information for the DOE Transalation Unit in the event that an interpretation over the phone is needed.

The Parent Coordinator, ESL teacher and school staff direct parents to the The Department's website when applicable.