

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

DBN: (i.e. 01M001):

24Q077

School Name:

INTERMEDIATE SCHOOL 77

Principal:

JOSEPH A. MILLER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 24Q077
School Type: Middle school Grades Served: 6-8
School Address: 976 Seneca Avenue Ridgewood, NY 11385
Phone Number: 718 366-7120 Fax: 718 456-9512
School Contact Person: _____ Email Address: _____
Principal: Joseph A. Miller
UFT Chapter Leader: Albert Gonzalez
Parents' Association President: Martha Carpio
SLT Chairperson: Rosalie Nolen
Student Representative(s): n/a

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718 592-3357 Fax: 718 592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 208 Network Leader: Dan Purus

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joseph A. Miller	*Principal or Designee	
Albert Gonzalez	*UFT Chapter Leader or Designee	
Martha Carpio	*PA/PTA President or Designated Co-President	
Madelyn Ramirez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carmen Resto	CBO Representative, if applicable	
Peter Caccioppoli	Member/ Assistant Principal	
Marilyn Berrios	Member/ Assistant Principal	
Gregory Nolen	Member/ Teacher	
Rosalie Nolen	Member/ Teacher	
Seth Kroll	Member/ Teacher	
Jennifer Chacon	Member/ Parent Coordinator	
Stephanie Dale	Member/Parent	
Melody Ramos	Member/Parent	
Marysol Medina	Member/Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our Mission: The school's mission is for all students to realize their potential and become lifelong learners who assume leadership roles in their communities and in their futures. Our school strives to provide an academically rigorous program within a safe, nurturing learning community that cultivates the diverse needs, interests and skills of the individual. We believe that we can achieve this mission only with the cooperation of the parents/families, students, staff, and community partners.

Intermediate School 77, located in Ridgewood, Queens, was formerly designated as an America's Choice Model School, an honor bestowed upon only ten middle schools throughout the United States. This sixth to eighth grade school serves a population of approximately 1,093 students. The majority of the students are Hispanic (74%), while the remainder of the student body is Asian (5%) and Caucasian (5%). Our English Language Learners comprise 20% of our school population.

The motto of IS 77, "A Family of Learners," illustrates the commitment of the faculty and staff to pursue ongoing professional development in order to provide the most current research-based instruction available.

The faculty and staff have participated in a number of initiatives such as Quality Teaching for English Language Learners (Q-TEL), Expediting Comprehension for English Language Learners (ExC-ELL), Kate Kinsella's Academic Vocabulary Toolkit (AVT), and Collaborative Strategic Reading (CSR). These initiatives have enabled the staff to incorporate best practices in teaching for our sizeable population of English Language Learners. Since many of our students reside in homes where English is a second language, these practices have become invaluable tools for teaching all students.

Our parent coordinator holds monthly lunch and learn workshops for parents in English, as well as in Spanish. Some topics include Cyber-bullying, Understanding the Common Core Learning Standards, and other topics addressing the academic, emotional and social well-being of our students.

IS 77 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional teaching and learning. In addition, our school has maintained an ongoing relationship with P.S. 239, one of our feeder schools. Our sixth graders visit first grade classes at P.S 239 to teach the younger students reading strategies. These young mentors benefit by serving as role models to the younger students, as well as sharpening their own skills in reading.

IS 77 currently benefits from various community partnerships including those with Greater Ridgewood Youth Council, Assemblyman Mike Miller (Student of the Month), Department of Transportation (student/community project), Kiwanis Club of Glendale (Builders Club and Support Peer Mediation), and CHAMPS. Our partnership with Greater Ridgewood Youth Council provides homework help, sports (IS 77's first basketball team), and a STEM program. STEM is a national initiative to increase student future pathways towards industries involving science, technology, engineering and mathematics.

IS 77 was recently awarded an Arts Horizon Grant. Arts Horizons recognizes the transformative power of the arts and is dedicated to providing high quality programs for learning of all ages and abilities. Their programs for Literacy Development are led by professional teaching artists who engage students in hands on

workshops that stimulate creativity, vocabulary development, speaking and communication skills. Through these programs, our ELL and SWD population will participate in workshops in Bookmaking, and Percussion. A culminating performance will cap off the percussion workshop.

School wide initiatives that promote literacy, including the Book of the Month, the Book Campaign, and non-fiction reading and writing across the content areas are established. Future Leaders of America at IS 77, a leadership program for our 8th grade students was created. This program includes a bulletin board team, a clean team, and a big brothers/big sisters program while also enhancing leadership skills. A variety of after-school clubs are offered to address student interest and academic need. Some of these include a book club, SHSAT Prep, Math help, and a music club.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • According to the data from the fall 2014 i-Ready Diagnostic, 33% of the 7th grade ELLs fell at level 3 in vocabulary portion of the exam. The ELLs need additional vocabulary instruction in order to make gains on the reading diagnostic exam. • The ELLs take the i-Ready Diagnostic three times during the academic school year-fall 2014, winter, 2015, and spring 2015. This reading diagnostic measures phonological awareness, phonics, high-frequency words, vocabulary, and comprehension in literature and informational text. <p>We provide rigorous instruction with the following:</p> <ul style="list-style-type: none"> • The continuation of Balanced Literacy and the Workshop Model has been an effective mode of instruction for the students. The ELA Curriculum is aligned with the Common Core Learning Standards. • The Unit Plans provide rigorous, engaging instruction across the grades. • The ESL teachers collaborate with the content teacher and use the co-teaching push-in model in the English classrooms. • The Unit Plans provide rigorous, engaging instruction across the grades. The ESL teachers provide the necessary scaffolds in order for our ELLs to be successful. • ESL teachers have received Q-TELL and Ex-CELL training. The teachers incorporate the research based strategies and explicit vocabulary instruction in their daily lesson plans. • Teachers also provide rigorous vocabulary instruction by using Dr. Kate Kinsella’s Academic Vocabulary Toolkit. • Flocabulary instruction is provided before school once a week, as well as during the Saturday Enrichment Program. The main focus of this program is to build academic language as well as reading comprehension and critical thinking skills through music. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 50% of the 7 th grade ELL students that scored a level 3 (3 rd grade) on the vocabulary section of the i-Ready Diagnostic Exam will increase a minimum of two levels, as measured by the third administration of the i-Ready Diagnostic Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
i-Ready Diagnostic & Instruction provides individualized reading/vocabulary instruction aligned to the Common Core	7 th grade ELLs	October 2014 – June 2015	AP for Literacy/ELLs Teachers
Explicit vocabulary instruction from Ex-CELL	7 th grade ELLs	October 2014 – June 2015	AP for Literacy/ELLs Teachers
Research based reading comprehension strategies from Q-TELL	7 th grade ELLs	October 2014 – June 2015	AP for Literacy/ELLs Teachers
Research based academic vocabulary strategies from Dr. Kate Kinsella Mastering High Use Words for Academic Achievement.	7 th grade ELLs	October 2014 – June 2015	AP for Literacy/ELLs Teachers

Part 4 – Resources Needed

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

i-Ready Diagnostic & Instruction Software, additional computers to accommodate the 7th grade Ells

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

i-Ready Diagnostic Reading Exam will be administered in the Winter – January 2015. The final goal is 2 levels (grades) so the benchmark would be one level (grade).

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).																
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.																
	<ul style="list-style-type: none"> • According to the data from the 2013-2014 Learning Environment Survey, 16% of students chose either “disagree” or “strongly disagree” to the question <i>there is an adult whom I trust and can go to for help with a problem.</i> • Guidance Counselors attended a workshop that addressed this issue, and implemented the Connectedness Survey in September 2014. About 1,000 students took the survey. • Connectedness survey results: <table style="margin-left: 40px; border: none;"> <tr> <td>Students identifying 2/3 names: 47 total</td> <td>6th Grade-10</td> <td>7th Grade-11</td> <td>8th Grade-26</td> </tr> <tr> <td>1/3 names: 19 total</td> <td>6th Grade-3</td> <td>7th Grade-4</td> <td>8th Grade-12</td> </tr> <tr> <td>0/3 names: 19 total</td> <td>6th Grade-1</td> <td>7th Grade-3</td> <td>8th Grade-15</td> </tr> <tr> <td colspan="4" style="text-align: center;">no adult names listed: 4 total, all 8th Grade</td> </tr> </table> 	Students identifying 2/3 names: 47 total	6 th Grade-10	7 th Grade-11	8 th Grade-26	1/3 names: 19 total	6 th Grade-3	7 th Grade-4	8 th Grade-12	0/3 names: 19 total	6 th Grade-1	7 th Grade-3	8 th Grade-15	no adult names listed: 4 total, all 8 th Grade			
Students identifying 2/3 names: 47 total	6 th Grade-10	7 th Grade-11	8 th Grade-26														
1/3 names: 19 total	6 th Grade-3	7 th Grade-4	8 th Grade-12														
0/3 names: 19 total	6 th Grade-1	7 th Grade-3	8 th Grade-15														
no adult names listed: 4 total, all 8 th Grade																	
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Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, students answering a research-based Connectedness Survey who were unable to write the name of an adult to whom they would go if there was a problem or concern will decrease from 25% (23 students) to 13% (approximately 12 students) as measured by an additional administration of the research-based Connectedness Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Identify which students are in counseling	Students across grades who were unable to write the name of an	September 2014-June 2015	Guidance Counselors Principal Teachers

	adult on the Connectedness Survey		
Identify which students might have language issue and follow up	Students across grades who were unable to write the name of an adult on the Connectedness Survey	September 2014-June 2015	Guidance Counselors Principal Teachers
1 on 1 interview with students to establish relationship	Students across grades who were unable to write the name of an adult on the Connectedness Survey	September 2014-June 2015	Guidance Counselors Principal Teachers
Assist in creating a network of connectedness at school and/or home	Students across grades who were unable to write the name of an adult on the Connectedness Survey	September 2014-June 2015	Guidance Counselors Principal Teachers

Part 4 – Resources Needed

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

Academy assembly period to explain the survey, extended homeroom to administer the survey and per session to tabulate the results after school.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Guidance Counselors will re-administer Connectedness Survey by the end of January, 2015

Part 6b. Complete in February 2015.

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

One half the students identified will be able to name one more adult they are connected to.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- According to the data from Advance and Teachboost, the area needing most improvement by non-tenured teachers is Domain 3, specifically Question 3B (Questioning and Discussion). These teachers are already assigned a mentor teacher, some have a buddy teacher too, they are on teacher teams and participate in collaborative intervisitation with colleagues.

Part 2 – Annual Goal

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

By June 2015, 100% of non-tenured teachers (7 teachers) will improve best practices by at least one proficiency level by participating in collaborative interclass visitation with colleagues and providing reflections once a month as measured by Advance and Teachboost.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Schedule interclass visitations and provided protocols for host and visitor on monthly basis	Non-tenured teachers	September 2014-June 2015	Principal Assistant Principals Non-tenured Teachers
Write reflections which provide effective feedback on how visits are supporting teacher growth and practice and submit to supervisors	Non-tenured teachers	September 2014-June 2015	Non-tenured Teachers
Non-tenured teachers will be assigned a mentor to aid in the development process of best practices.	Non-tenured teachers	September 2014-June 2015	Principal Assistant Principals Mentors

Provide on-going constructive feedback that will promote a culture of professional learning and reflection	Non-tenured teachers	September 2014-June 2015	Principal Assistant Principals
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Part 4 – Resources Needed

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

These teachers will be scheduled to meet with colleagues for collaborative Intervisitation, will attend professional development sessions. A day is planned for February solely for new teachers through CITE to address needs.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Observations will be reviewed on Advance and Teachboost by the end of January, 2015. One half of the new teachers will move up one level.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> According to the data from the 2013-2014 Learning Environment Survey, 23% of students responded “disagree” or “strongly disagree” to the question <i>Most adults at my school keep me on track for college or career</i>. We believe that many of these students simply aren’t aware of how IS 77 prepares them for college and career readiness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the number of students who disagree or strongly disagree that IS 77 prepares them for college and/or career will decrease from 23% to 15% as measured by the 2014-2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Host Saturday Enrichment Program in College and Career Readiness	At-risk students across grade levels	September 2014-June 2015	Principal Assistant Principals Guidance Counselors Parent Coordinator Teachers
Host High School Fair, Include CTE Schools	At-risk students across grade levels	November 1, 2014	Principal Assistant Principals

			Guidance Counselors Parent Coordinator Teachers
Host Lunch and Learn Sessions Monthly for Parents	Parents	September 2014-June 2015	Principal Parent Coordinator

Part 4 – Resources Needed

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

Use of a research based College and Career Readiness program for our Saturday year long program through English and Math, as well as daily announcements to the graduates of 2015-2016-2017, and assembly programs in college and career readiness.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Administration of a survey that mirrors the Learning Environment Survey question of College and Career readiness.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> According to the data from the 2013-2014 Learning Environment Survey, 62% of students reported not being offered a class in Art and 47% reported not being offered art before or after school or during free periods, 54% of parents report never attending a PTA meeting, although 90% agree or strongly agree that the school makes it easy to attend meetings

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, parent interaction and communication will be improved by 25% by promoting the various arts programs at school, lunch and learn sessions, and PTA meetings as measured by a 25% increase in sign-ins at these events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Arts Horizons will conduct workshops with students and parents	ELLs, SWDs, and their parents	December 2014	Principal Arts Horizons Teachers Parent Coordinator
Host monthly Lunch and Learn Sessions for Parents on various topics	Parents	September 2014-June 2015	Principal Parent Coordinator
Continue to host PTA meetings. List on school calendar, send voice-blasts to parents and notes home with students. Increase use of PupilPath to invite IS 77 family to meetings	Parents	September 2014-June 2015	Principal Parent Coordinator PTA President

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Part 4 – Resources Needed

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

Use of Pupil Path to send out electronic messages, school messenger for phone messages, Arts Horizons to provide the Arts-parents activities.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Review of sign-in sheets for these events on monthly basis to gather data from September-January

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures.</p> <ul style="list-style-type: none"> • Classroom Based Assessment • Standardized Tests • Recommendations 	<p>I-Ready offers an adaptive diagnostic, and both teacher led and individualized online instruction for a complete blended learning solution. It assists teachers in driving student success in ELA and Math.</p>	<p>Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostic & instruction combines a valid and reliable growth measure and individualized instruction.</p>	<p>AIS built into students daily programs up to 3x per week.</p>
Mathematics	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures.</p> <ul style="list-style-type: none"> • Classroom Based Assessment • Standardized Tests • Recommendations 	<p>I-Ready offers an adaptive diagnostic, and both teacher lead and individualized online instruction for a complete blended learning solution. It assists teachers in driving student success in ELA and math.</p>	<p>Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready Diagnostics & Instruction combines a valid and reliable growth measure and individualized instruction.</p>	<p>AIS built into students daily programs up to 3x per week.</p>
Science	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple</p>		<p>Through direct instructional support in the regular</p>	<p>Universal Intervention/Classroom (Tier I Intervention)</p>

	<p>measures.</p> <ul style="list-style-type: none"> • Classroom Based Assessment • Standardized Tests • Recommendations 		<p>classroom and small group/guided group instruction.</p>	
Social Studies	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures.</p> <ul style="list-style-type: none"> • Classroom Based Assessment • Standardized Tests • Recommendations 		<p>Through direct instructional support in the regular classroom and small/guided group instruction.</p>	<p>Universal Intervention/Classroom (Tier I Intervention)</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are selected for Academic Intervention Services if they are functioning below grade level expectations as indicated by multiple measures.</p> <ul style="list-style-type: none"> • IEP's • BIP Plans • Referrals/Recommendations 	<p>Small group sessions involving at risk students and students identified by teachers</p>	<p>Sessions will be in small group setting no more than 3-6 students</p>	<p>AIS built into students daily programs up to 3x per week.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>*Prior to hiring a candidate, credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>*Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <p>*Principal reaches out to HR department when vacancies arrive.</p> <p>*Principal interviews multiple candidates whom are licensed in area of need.</p> <p>*Teachers given a mentor when hired. In addition, new teachers are provided with artifacts from each department that can be readily used in the classrooms.</p> <p>*New teachers are encouraged to participate in school extra curriculum programs (i.e. College/Career Saturday Program, ESL Enrichment Program, orientations, holiday concerts, after-school clubs, etc. This is encouraged in an effort to make connections to the students and the community.</p> <p>*On-going professional development and interclass visitations offered to improve teacher practice.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>*New teachers are given the opportunities to work within their teacher teams to identify curriculum and planning challenges as well as reflect on student work and data.</p> <p>*Staff will be directed towards PD opportunities on ARIS learn that incorporate specific areas of focus based upon teachers requested need or targeted areas of improvement.</p> <p>*The Principal, Aps, and instructional lead teacher will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch/Learn sessions to teachers and paraprofessionals in the use of DOK, developing coherent lessons/unit plans, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science, and social studies aligned with CCLS.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL Local Measure Selection Team and the Professional Development team

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	X c. \$64,000		

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[I.S. 77]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[I.S. 77]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[I.S. 77], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: I. S. 77	DBN: 24Q077
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The majority of the ELL students tested advanced in terms of the four modalities. Thirty-one percent (31%) of students scored at the beginning level, with twenty-three (23%) scoring at the intermediate level, with forty-six (46%) scoring at the advanced level. According to the NYSESLAT data, the students tend to struggle with the reading and writing portion of these exams. The direct instruction supplemental program will target the intermediate and advanced students in grades 6 through 8. The After-School program and Saturday Academy will provide extra help and enrichment opportunities in reading and writing. We have fully certified ESL teachers that provide services to all of our ESL students. Teachers who have an English license will also provide additional support to the ESL students. The program will run two days a week, for 60 minutes each session from December until March. The program, Flocabulary/The Word-Up Project, will focus on building academic language as well as reading comprehension, and critical thinking skills through music.

The "Saturday School" will also focus on building academic language. Flocabulary consultants and our ESL and content teachers will provide language instruction to the English Language Learners using a multimedia approach during the following Saturdays: November 1, December 6, February 7, March 7, and April 4th. The research based lessons are engaging and designed to provide multiple, varied exposures to each word. The vocabulary words are drawn from an analysis of state tests and core reading lists.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. In addition to what is provided in I.S. 77, on-going professional development within the network or across the city provides staff with the

Part C: Professional Development

skills to build academic language across the content areas. The ESL Providers as well as the content teachers receive this professional development. The professional development sessions will also focus on how to prepare ELLs to meet the academic rigor of the Common Core State Standards. Topics that will be addressed during these professional development sessions are as follows:

- Sept. Instructional Focus-Student to Student Discussion
- Revising Curriculum Maps/lesson design aligned to the City-Wide Expectations
- Oct. Developing Unit Plans
- Revising Pre/Post Assessments for each CC Unit
 - Examining the ELA Item Skill Analysis
- Nov. Study Groups - The Common Core Companion: The Standards Decoded
- Examining Argumentative Writing in the Classroom
 - Using Differentiated Instruction in the Secondary Classroom
- Dec. Strategies for Close Reading
- Examining the Teacher's College Writing Curriculum
- Jan. Analyzing Language for Academic Reading/Academic Writing
- Feb. Examining Vocabulary Instruction /Academic Vocabulary Toolkit 1/2
- March Vocabulary Development Using Tier II and Tier III Words
- April Providing Scaffolds for ELLs in the Areas of Informational/Explanatory Reading/Writing
- May Revising ELA Unit Plans, Student Work and Classroom Interventions
- June Revising Curriculum Maps using Formative Assessments

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening.

Part D: Parental Engagement Activities

Translators are invited to accommodate the needs of our parents. Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.

We offer the following workshops:

- Sept. Orientation for newly enrolled ELLs
 - Walk to School/Book Campaign Kick-Off
 - Understanding Datacation (Pupilpath)
 - Setting up e-mail accounts for parents (Pupilpath)
- Oct. Examining the Common Core Learning Standards
 - Understanding the High School Process Application
- Nov- Cyberbullying - What parents Need to Know
 - Setting up e-mail accounts for parents (Pupilpath)
- Dec- Bridging the Gap Between School & Home
- January- Stress, Anxiety & Depression
- February- Test-taking Strategies
- March-Health & Nutrition
- May Fifth Grade Orientation Session for Incoming Students/Parents
 - Educational Trips within the 5 Boroughs

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child's academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and are sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 077
School Name type here		

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

Principal Joseph A. Miller	Assistant Principal Marilyn Berrios
Coach type here	Coach type here
ESL Teacher Melinda Di Scala	Guidance Counselor Magda Orozco
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jennifer Chacon
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	1099	Total number of ELLs	227	ELLs as share of total student population (%)	20.66%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	63
SIFE	18	ELLs receiving service 4-6 years	67	Long-Term (completed 6+ years)	44

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	116	17	8	67	1	30	44		25	227

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	116	17	8	67	1	30	44	0	25	227
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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							56	48	57					161
Chinese							3	3	4					10
Russian							0	0	0					0
Bengali							1	1	0					2
Urdu							0	0	0					0
Arabic							8	5	10					23
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							1	4	2					7
Albanian							1	1	0					2
Other							10	5	7					22
TOTAL	0	0	0	0	0	0	80	67	80	0	0	0	0	227

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)						18	17	25						60
Intermediate(I)						14	12	28						54
Advanced (A)						43	29	18						90
Total	0	0	0	0	0	75	58	71	0	0	0	0	0	204

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	53	17	1	0	71
6	39	14	0	0	53
7	51	8	0	0	59
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	60		34		4		0		98
6	36		25		4		0		65
7	55		16		1		0		72
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Instruction is data-driven and differentiated during the work period through guided reading groups and workstations. The assessment tools used to assess early literacy skills are the Developmental Reading Assessment (DRA), Gates-McGinitie, Teacher's College Reading and Writing Project (TCRWP), Qualitative Reading Inventory (QRI), WADE (Wilson assessment) as well as school

designed pre-post and interim assessments. The DRA, QRI and Gates-McGinitie give us independent reading levels and guiding reading instruction. The TCRWP indicates fluency levels. I-Ready diagnostic and instruction screens all of our students and helps place them in RTI tiers. It also provides an instructional action plan that is differentiated, and monitors progress on the NY State Performance Indicators and the Common Core Learning Standards. Words Their Way: Word Study in Action allows for two options; students can be placed according to the spelling developmental stages or by specific grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of the ELL students tested advanced in terms of the four modalities. 26% of students scored at the beginning level, with 24% scoring at the intermediate level, with 40% scoring at the advanced level. With the majority of students falling into the advanced level, we offer support in all four modalities. These scores allow us to see that students tend to struggle with the reading/writing portion of these exams. In terms of implications for classroom instruction, it is imperative that there be more opportunities for building academic language, explicit reading instruction, grammar in the workshop model, and writing skills through word study activities and daily tasks involving the application of vocabulary into higher order thinking responses. Balanced literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting.
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](#))
Certified ESL teachers as well as school administrators use the NYSESLAT results found on the RNMR and the RLAT to evaluate the success of our ESL program. We all evaluate the growth of each student by subtest over a three year period. We utilize this data to create data driven instruction in English by modality. Results are analyzed, and differentiated tasks are created for use in all classes, depending on area of need, to aim towards continued growth and success on all subtests of the NYSESLAT. We use the data from the AMAO to see growth or lack thereof by proficiency and by subgroup. Using this data allows us to place students in an environment conducive to their learning needs.
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?

Some students opt to take content area tests in their native languages (Spanish and Chinese available only) in math and science. Some receive high scores while others do not. Those students who are eligible to take the ELA exam scored at Levels 1 and 2. We do have a few students who take content area tests in their native languages, but a comparison of this data is difficult since they are only permitted to submit one exam. The majority of our ELLs take their exams in English. Since the trend for parent choice is free-standing ESL, the content instruction is in English, with native language support. We did not use the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction in the four modalities is affected by the proficiency levels in the class. Utilizing the ESL certified teacher to intensively work with the less proficient student in small groups fosters acquisition. We offer native language support to ESL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart). These strategies give students an atmosphere they are comfortable working in so that they can be productive in English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration of first time registrants, parents are administered the Home Language Identification Survey (HLIS). These forms are available in various languages. The certified E.S.L. teachers determine eligibility for testing and services by looking at certain criteria on these forms. If the student's home language is other than English, an informal interview is conducted in the native language by a licensed pedagogue, in Spanish or Chinese, if the parents speak Spanish or Chinese. Otherwise, the interview is conducted in English by a licensed pedagogue (teacher or guidance counselor). When the E.S.L. teacher determines that the student is limited-English proficient (LEP), the student is given the LAB-R (and the Spanish LAB if Spanish-speaking, only if the student does not pass the LAB-R). The test, or tests, are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the LAB-R score.
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.
Our free-standing ESL classes have students from many different language groups. These include Spanish, Chinese, Urdu, Arabic, Polish, Nepali and others. All students' parents are given Parent Survey and Selection forms at the appropriate time. Beginning in the month of September, parents are invited to attend a series of parent workshops to discuss the various program options stated on the Parent Survey and Selection forms. At the workshops, the assistant principal who supervises ESL, along with certified ESL teachers and the parent coordinator, explains and discusses the available programs at I.S. 77. We inform parents that their child will be taught the content area subject in English by certified teachers, should they choose our free-standing ESL program. Parents then watch a video and read brochures in their native languages (when available) describing all available programs. Translators are provided when available to answer questions. Additionally, Parent Surveys and Program Selection forms, in English and in most native languages, are given to parents to read and to make selections. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms. Certified ESL teachers and the Assistant Principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission. Should a TBE or Dual Language program become available, parents will be notified via letter and telephone calls informing them of such program availability.

Students whose parents do not attend these workshops are encouraged to schedule an appointment with the ESL Supervisor and/or coordinator to complete the Parent Survey and Selection forms. During this meeting, parents will see the video of available programs. In addition, the ESL Supervisor and Coordinator will be available to answer any questions regarding program selection. Completed copies are on file.
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 [\[see tool kit\]](#).)
Certified ESL teachers are responsible for the distribution and maintenance of all letters. The ESL teachers review updated class lists and NYSESLAT results. The ESL teachers then distribute continued entitlement letters to students who received B, I, or A on their most recent NYSESLAT. Students who receive a designation of P on their NYSESLAT receive a transition letter informing the parents that their children are proficient. New registrants receive entitlement letters explaining to their parents why they will be placed in an ESL class. Placement letters are then distributed to inform the parents of their children's placement. ALL of the aforementioned letters are distributed in the native language, when available, with an English translation on the other side. ALL letters are kept on file in the ESL office, alphabetically, by class. Duplicates are made before distribution. Students sign for the letters before they are permitted to take them home.
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.
When the E.S.L. teacher determines that the student is limited-English proficient (LEP), based on the Home Language Identification Survey, the student is given the LAB-R (and the Spanish LAB if Spanish-speaking, only if the student does not pass the LAB-R). If the

student is an ELL who transferred to this school, his/her NYSESLAT results are taken from ATS. The test, or tests, are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the LAB-R score. The trend by parents here is to opt for an all English program for their children. Therefore, all our students are placed into an ESL class on the appropriate grade level. Translators are available to parents through our parent coordinator. All letters sent home are provided in the native language preferred by the parents. Parents are encouraged to attend the Parent Orientation meetings and to contact the school with any questions they may have.

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.

Annually, each English Language Learner (ELL) is given the New York State English as a Second Language Achievement Test (NYSESLAT) to test progress in English. Students continue to receive ESL services until they reach proficiency (P) on the NYSESLAT. The ESL coordinator (who is a certified teacher), prints the most current NYSESLAT Eligibility Roster from ATS to identify all students who will take the NYSESLAT. The administration of the Speaking subtest of the NYSESLAT occurs prior to the written subtests of the examination. For the Speaking subtest, students are tested individually, one class at a time, by certified ESL teachers. The Reading, Writing, and Listening subtests are administered by certified ESL teachers and certified content area teachers over a period of two to three days, depending on scheduling. Each class gets an individualized testing schedule during the specified testing window. Accommodations are provided for ELL-SWDs whose IEPs indicate such accommodations.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

The trend by parents is to choose the free-standing ESL program for their children. Ninety-five percent of parents surveyed opted for their children to be in an E.S.L. program. Not enough parents on two consecutive grade levels opted for any other program. We recently have begun servicing an additional large number of ELL-SWDs. We understand that the default program for ELLs is bilingual. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms. Certified ESL teachers and the assistant principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission.:

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])?

We have six classes, two per grade, which are serviced by certified content area teachers as well as four certified ESL teachers. We also have a population of ELLs in the general and special education classes serviced by certified ESL teachers. The certified ESL teachers use a Push-In Co-Teaching model in ELA and other literacy based classes. In addition, the content area teachers use ESL strategies. All students are provided with differentiated, data-driven instruction to meet and exceed criteria for city and state learning and performance standards. Some classes are in blocks and are heterogeneously grouped. Others are homogeneously grouped.

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)?

ESL certified teachers' programs reflect the mandated number of minutes of instructional time for the beginner (360 minutes per week), intermediate (360 minutes per week) and advanced (180 minutes per week) learners. According to the data, 26% of our ELLs are beginners, 24% of our ELLs are intermediates and 40% of our ELLs are advanced. These numbers are based on the most recent NYSESLAT results. We have had many new admissions, so it appears as though our numbers do not always match.

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.

The content area subjects are delivered using block scheduling. The content area teachers are trained in ESL methods. Some content books are available in the native languages of some students to provide native language support. In addition, the new math text book offers online native language support through interactive glossaries. Content teachers also make use of bilingual dictionaries and translation glossaries. High interest, lower level reading materials are used for those students who need them to make the content comprehensible to them while relating those texts to academic content and concept vocabulary.

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

N/A

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

Assessments in multiple forms are administered throughout the school year. Reading and writing assignments are assessed in ELA as well as content areas continuously throughout the year using rubrics that target specific areas. The students' abilities in speaking and listening can be evaluated through class discussions and during conferencing sessions.

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).

There are approximately 18 SIFE (Students with Interrupted Formal Education) students in our free-standing ESL program (approximately 3 students in 6th grade, 2 in 7th grade, and 13 in 8th grade). For some potential SIFE students who speak Spanish, the ALLD is used to determine SIFE status. For students whose native languages are other than Spanish, the DRA (Diagnostic Reading Assessment) and the QRI (Qualitative Reading Inventory) are administered to determine reading levels. Based on these and other assessments (teacher-created evaluations), students are placed in small groups for targeted, data driven instruction. High interest, lower level materials are used in the content area classes to assure exposure to and comprehension of grade appropriate curricula. A certified ESL teacher works with these students during their ELA periods. Vocabulary and content are tiered, and lessons and tasks are differentiated, based on each student's ability. This differentiation provides the appropriate scaffolds to allow students to progress to the next level. Technology is infused into many lessons and tasks to stimulate the growth of academic language in all modalities.

Newcomer students (0-3 years in US schools) are required to follow the theme of all ELA curricula. Newcomers who are required to take the ELA because of NCLB work in guided groups targeting needed skills based on the analyses of student work, classroom observation and/or the item skills analysis report (from ARIS). ESL and ELA teachers coordinate their planning. They build lessons by differentiating and tiering content and concept academic vocabulary, reading materials based on reading proficiency levels, as well as teacher-created materials. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth

of academic language in all modalities.

ELLs in US schools for 4 to 6 years are responsible for following the theme of all ELA curricula. The ESL teacher along with the ELA teacher differentiate and tier lessons and tasks. As with the newcomers, the data used to provide appropriate differentiation comes from student work, classroom observations and the item skills analysis report from ARIS in addition to the analyses of student work. The ESL and ELA teachers align their tasks and lessons to the Common Core Learning Standards. Tasks are tiered so all students in this category can reach their goals of improving reading and writing. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Long Term ELLs (student who have completed a minimum of 6 years) are also responsible for following the same ELA curricula theme as the other ELLs in the classes. Lessons planned together by the ELA and ESL teachers provide scaffolding in vocabulary and reading comprehension. Small and guided groups are created based on data from the Gates-McGinitie, Item Skills Analysis, and iReady. Differentiated materials and teacher-created materials are also used. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Former ELLs, within 2 years of testing proficient, are given a minimum of one year transition, from a full class of ELLs, to a class with native English speakers and other former ELLs. They are given ELL accommodations for all state and local assessments. Those accommodations include time and a half and the use of translation glossaries. They are also entitled to hear a listening selection three times if the remainder of the school population hears it two times.

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?

We use grade-level-standards based curriculum that addresses students social, emotional and cognitive development. The 6th grade theme is cultural identity. The 7th grade these is exploring identity through environment and sense of self. The 8th grade theme is exploring identity through independence (decision making). All teachers use The Academic Vocabulary Tool Kit, by Dr. Kate Kinsella. The curriculum was written by Literacy teachers, ESL teachers and Special Education teachers) using research by Dave F. Brown and Trudy Knowles, "What Every Middle School Teacher Should Know".

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?

For special education students, there is data-driven, targeted, small group instruction. There are certified ESL teachers who push in to these groups. Tiered assignments, tasks and content are utilized daily to accommodate ELL-SWD students. Since we have no bilingual program, students whose IEPs mandate bilingual services are provided a bilingual paraprofessional. The school ensures ELL-SWDs receive all services. The Assistant Principal who supervises Special Education, along with the IEP Teacher, periodically review and screen ALL IEPs to ensure that all mandated services stated on the students' IEPs are being provided.

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:			

Courses Taught in Languages Other than English

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

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

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

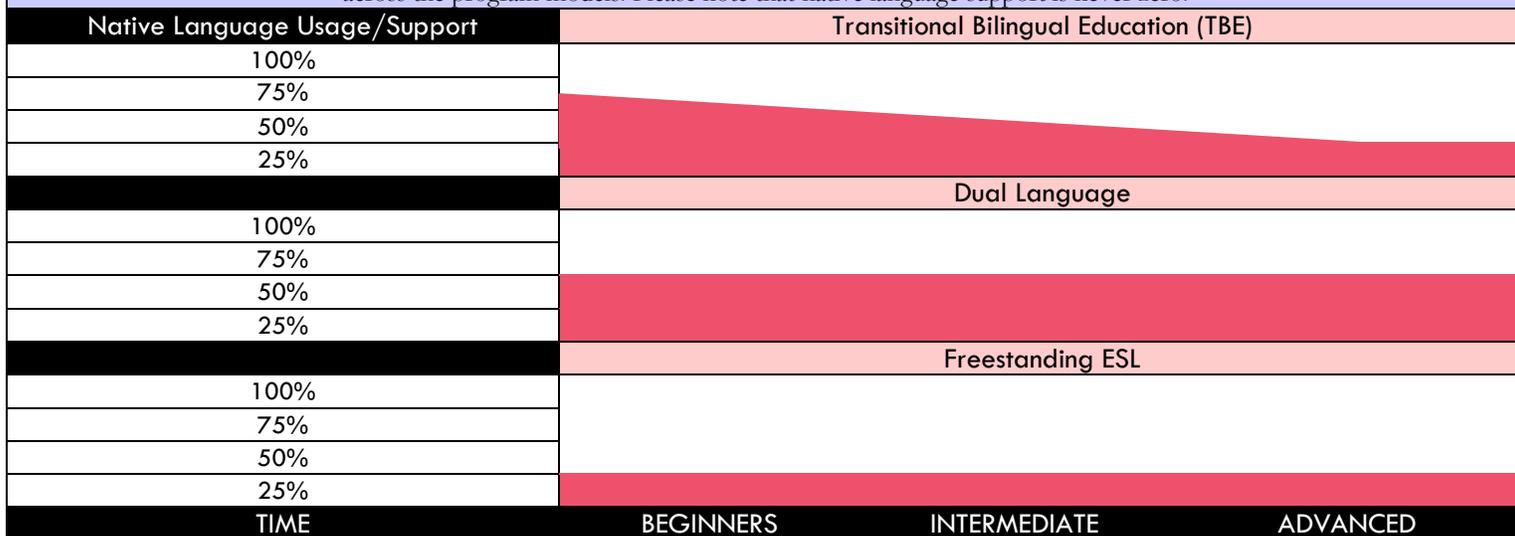
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- i-Ready is used as an intervention programs. It had phonics and vocabulary components. There is a diagnostic so teachers know how their students are doing. Based on that diagnostic, i-Ready provides customized lessons for each student in their targeted areas of need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Beginners need to strengthen all areas of language acquisition. They will be instructed using ESL strategies and methodologies such as: scaffolding, differentiated instruction, meta-cognitive strategies, linking and bridging information, teachers modeling good habits of reading, writing, speaking and listening, using proficiency level-based text for the beginner to move forward. The same strategies will be used with the intermediate and advanced students in order to challenge them in furthering their language acquisition and in their academic subjects to become more proficient and test out of the ESL program. The Workshop Model is used to foster learning and encourage English language acquisition in a supportive environment. Within this framework the more proficient student is working with the less proficient student to increase communication and academic success. These strategies are used in ELA classes as well as all content area classes.
11. What new programs or improvements will be considered for the upcoming school year?
- We may look at Expeditionary Learning and Code X, provided they match the needs of ELLs and SWD.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are mainstreamed with the General Education population for Physical Education, Talent (chorus, drama, graphic arts or band), and lunch. After school, there is a multitude of clubs that ELLs, along with the General Education population, that are available. There are BEACON and CHAMPS after school. There is a TITLE III Program that targets ELLs with a designation of Advanced. This program concentrates on the content areas with a focus on reading and writing.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technological materials that are used are laptop computers, document cameras, projectors, Smartboards, Promethean Boards, and iPads (in ELL-SWD classrooms). Some of the materials used are iReady, "Differentiated Strategies for Social Studies", "Differentiated Strategies for Science", and "Differentiated Strategies for English Language Arts". Other materials used for content area classes are Glencoe published Math and Science books. Other Social Studies materials include US History (Holt McDougal), Spanish/English Interactive Reader and Study Guide (Holt McDougal), History of US (Joy Hakim), and Atlas of US History (Nyström).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We offer native language support to ESL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart)
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We use high interest, age appropriate themes that address social and emotional needs of adolescent, middle school students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New students are not enrolled until school opens in September (or maybe a few days before). ESL teachers are not in school until the first day of school, so there are no activities in school to assist newly enrolled ELLs BEFORE the beginning of the school year.
18. What language electives are offered to ELLs?
- There are no language electives offered to ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques. Our entire school staff, which includes administration, ESL teachers, ELA teachers, Content Area teachers, Special Education teachers, paraprofessionals, guidance counselors, the parent coordinator, secretaries, and all related service providers that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours.

Professional Development focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching the ELLs. It will focus on how to prepare ELLs to meet and exceed the Common Core State Standards and to achieve higher scores on all city and state assessments. Topics that will be addressed during these professional development sessions are as follows:

- Differentiated Instruction for ELLs
- Examining How Students Use Language
- Improving language acquisition in the content area
- Analyzing Language for Academic Reading/Academic Writing
- BICS and CALPS Word Play (Dr. Lilly Wong-Fillmore)
- Effective Questioning in the Classroom
- Comprehension Strategies for Non-fiction
- i-Ready Diagnostic & Instruction
- Using technology to strengthen content learning:

D. Parental Involvement

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

At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. We offer the following:

- Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.
- "Back to School Night" in September (an overview of our goals, objectives, school uniform policy, and student expectations)
- Book Campaign Kick-Off
- Parent-ARIS Workshops
- Reading/Writing Celebrations
- Understanding the High School Process/Application
Cyber-bullying
- Fifth Grade Orientation Sessions for Incoming Students/parents
i-Ready Diagnostic & Instruction (How to use i-Ready at home)
ESL classes for parents

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child's academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	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
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q077 School Name: I.S. 77

Cluster: 2 Network: 208

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.

I. S. 77 examined the "Home Language Survey" and the school tabulation of languages spoken at home to determine the language (s) spoken at home by the parents and students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings showed that a majority of students spoke Spanish at home. Polish, Arabic, Chinese, Bengali, and Urdu each constituted 1% of the languages spoken at home. The School translates official school communication and other documents to parents. Staff was given the results of their classes' home language surveys. On the Blue Emergency cards the home language spoken was listed on top.

Part B: Strategies and Activities

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

All correspondence that is sent home is translated into English and Spanish. We include the DOE heading that informs the parents, in multiple languages, how they can contact the DOE for translation. Materials are mailed in a timely fashion. The Parent Coordinator translates documents and letters into Spanish. The school messenger system is often used to inform parents of important events at I.S. 77; all of the messages are translated in Spanish. We also provide translators for Back-to-School Night and Parent-Teacher Conferences. In addition, we purchased a wireless headset system that is also used as a translation device.

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

All correspondence that is sent home is translated into English and Spanish. Materials are mailed in a timely fashion. Staff members translate the correspondence in Spanish. The school messenger system is also used to communicate to parents. All of the out-going messages are translated into Spanish. We also use a wireless headset system as a translation device, and provide translators at parent meetings.

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>.

Our goal is to communicate with non-English speaking parents, support shared parent-school accountability, and provide parent access to information about their child's educational options. A team of individuals are responsible for translating all documents in a timely manner. Parents will receive a letter explaining their rights.