Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS**
DBN (*i.e. 01M001*):	**30Q126**
Principal:	**ALEXANDER ANGUEIRA**
Principal Email:	**AANGUEI@SCHOOLS.NYC.GOV**
Superintendent:	**DR. PHILIP COMPOSTO**
Network Leader:	**DANIEL J PURUS**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alexander Angueira	*Principal or Designee	
Phil Barone	*UFT Chapter Leader or Designee	
Markos Jordan	*PA/PTA President or Designated Co-President	
Georgia Butler	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Mr. Bishop	Member/ Teacher	
Ms. Vespe	Member/ Teacher	
Ms. Lymberatos	Member/ Teacher	
Ms. Kritsovas	Member/ Teacher	
Kathleen Amrhein	Member/ Parent	
Andre Amrhein	Member/ Parent	
Said Ali	Member/ Parent	
Valerie Sutton	Member/ Parent	

Hala Saad Eldin	Member/ Parent	
Michelle Stansberry	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

- Conduct a needs assessment of your school

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

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

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015, there will be a 10% increase in the number of parent's engagement activities offered by the school.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Data from our 2013 NYC School Survey Report indicated that only 21% (104) of our parents completed the survey as compared to the city average of 54%. Of the 21%, 41% (43) responded on the survey that they never attended a PTA meeting. (Pg. 14 of our survey)

Instructional Strategies/Activities

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

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

1. Workshops will be offered to parents every Thursday on the following topics: ARIS, Job fair and Readiness Workshop, Financial workshops, and Parenting workshops. Parents will be notified of workshops through a calendar sent home and posted on our website.
2. Parental attendance at workshops will be encouraged with raffles and prizes.
3. A monthly Principal to Parent newsletter will go home informing parents of school events that they can attend.
4. Surveys will be given to parents so that all topics for Thursday Workshops will be driven by parent interest and need.
5. An interpreter from the Translation Unit will be utilized during this workshop to decrease the language barrier and improve communication between the school and our parents.
6. Letters informing parents of this workshop will be sent home in the various languages of our parent community. We will continue to use our phone master system to communicate with parents and update them on student progress.
7. Attendance at PTA meetings will be encouraged through Student Awards Ceremonies and raffles.
8. We will continue to implement Skedula/Pupil Path which is an online resource for parents. All parents will be able to log in and see their child's progress in all subject areas as well as assignments posted by teachers. Attendance and other data are also available.
9. We will offer Educational trips for parents. Venues will include: The Hall of Science, Museum, Socrates Park, MOMA, Lincoln Center, and other Broadway performances.
10. Our school wide multicultural fair along with the student film festival will combine to help increase parental involvement by putting on a show that will interest all parents.

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

1. Parent Coordinator will work with CBO's to provide these workshops.
2. AP in charge of parents will work to budget funding for these raffles and prizes.
3. Principal will create and send home monthly letter.
4. Parent Coordinator will administer the surveys, collect them and analyze the results with the PTA and SLT.
5. All letters sent home will be sent to DOE translation unit for translation.
6. All letters sent home will be sent to DOE translation unit for translation.
7. AP in charge of parents will work to budget funding for these raffles and prizes.
8. We will continue using the Skedula/Pupil Path program and provide training for all teachers and parents on using the program.
9. The PTA will coordinate and fundraise for our Parent Trips.
10. Our Art teacher will work with the PTA to organize this activity.

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

1. Principal, Parent Coordinator and PTA will monitor attendance records from all meetings to see if we are working toward meeting our goal.
2. By January 2015, there will be a 5% increase in the number of workshops provided for parents as measured by attendance and sign in sheets.
3. 5% of our budget will be allocated toward this funding and Parent Coordinator will increase the number of workshops offered to parents.
4. Bi-monthly surveys will evaluate if the Principal Weekly is increasing parent attendance.

5. Principal, Parent Coordinator and PTA will monitor attendance records from all meetings to see if we are working toward meeting our goal.
6. Monthly Parent surveys will evaluate the effectiveness of the program.
7. Principal, Parent Coordinator and PTA will monitor attendance records from all meetings to see if we are working toward meeting our goal.
8. We will continue to utilize Skedula as a means to communicate our workshops offered to parents.
9. Principal, Parent Coordinator and PTA will monitor attendance records from all meetings to see if we are working toward meeting our goal.
10. Principal, Parent Coordinator and PTA will monitor attendance records from all meetings to see if we are working toward meeting our goal.

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

1. All activities will be from September 2014 – June 2015

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

1. Parental involvement funding will be used to support all activities.
2. A Parental involvement subcommittee will be formed from the SLT to ensure that we are working toward achieving this goal.
3. Principal provides a room for the PTA to utilize.

Strategies to Increase Parental Involvement

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

The above mentioned actions and strategies including relevant parent workshops (see above) will be implemented to increase parent involvement.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015, there will be a 5% increase in the number of students meeting proficiency (level 3 and 4) on the 2015 NYS ELA as evidenced by the 2015 NYS ELA exam results.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Analysis of the 2013-14 NYS ELA exam shows that of the 515 students tested, 15% (83 students) reached proficiency. To reach the exceeding target rating on the 2014-15 School Quality Guide 19 % (106 students) of students would have to reach proficiency.

Instructional Strategies/Activities

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

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

1. The Achieve Now Academy will be implemented on Wednesdays, Thursdays and Saturdays in the fall and spring in order to prepare our students for the upcoming 2015 NYS exams.
2. We will continue to pay for a Writing Matters consultant to work with the ELA teachers on applying best practices.
3. The Skedula program is being used by all teachers in order to track the progress of our students.
4. Teachers meet weekly in teacher teams for common planning in order to align instructional units with the common core as well as to develop rigorous lessons rooted in best practices.
5. Teachers meet weekly to review key components of Danielson's framework to ensure that the needs of our student population are met.
6. Teachers will have one to one meetings with parents/guardians in order to discuss the academic needs of students.
7. Pearson program is being implemented by all ELA teachers.
8. City Year and the YMCA will work with our lowest 1/3, ELLS and Special Education students during the school day and afterschool in order to provide additional academic support in the content area.
9. The Teaching Matters ELA curriculum will continue to provide strategies in order to suit the needs of our students.
10. Achieve 3000 is being implemented in the building in order to provide academic assistance in Language Arts.
11. Teachers will scaffold lessons using various formal and informal assessments in order to differentiate instruction.

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

1. Teachers and administration will take part in the Achieve Now Academy that will take place in the fall and spring of the 2014-15 school year.
2. Expert ELA consultant from Teaching Matters will coordinate a range of PD with administration in order to better serve our student population.
3. The Skedula system has been purchased again and teachers will have PD on how to incorporate the various components into their academic planning.
4. Staff will be provided with time to meet as teacher teams and administration and CFN will facilitate meetings.
5. The focus for professional development this year on Mondays is based on the Danielson Rubric as well as continued support for CCLS in order to dissect its components and implement the findings into our classrooms. The PD committee will also use a needs assessment to survey teachers on PD needs.
6. Staff will be in contact with parents/guardians during "Parent Engagement" time on Tuesdays and throughout the school year.
7. School Administration will provide support for the implementation of the Pearson ELA program to supplement the ELA curriculum.
8. City Year and YMCA members will be assigned to ELA classrooms in order to assist students in the learning process.
9. CFN and DOE will provide support for the implementation of the Teaching Matters ELA curriculum.
10. Achieve 3000 program focuses on differentiating reading and writing skills throughout the year.
11. Tiered activities and questions (using Bloom's Taxonomy and Webb's Depth of Knowledge) will be used to appropriately match multiple levels of students to tasks in the classroom.

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

1. Fall and Spring periodic assessments will be used to evaluate the effectiveness of these programs.
2. Teacher observations by administration will be used to evaluate the effectiveness of the Writing Matters consultant.
3. Administration will monitor the implementation of Skedula through the website.

4. Teachers will be submitting documentation and attendance records as well as observations by administration.
5. Teachers will be submitting documentation and attendance records as well as observations by administration.
6. Teachers will be documenting the progress of the meetings with parents/guardians in their designated anecdotal logs.
7. Fall, spring and unit assessments will be used to evaluate the effectiveness of these programs.
8. City Year and the YMCA have assessments to measure and track student progress.
9. Fall and Spring periodic assessments will be used to evaluate the effectiveness of these programs.
10. Periodic assessments will be used to evaluate the effectiveness of these programs.
11. Assessments will be used to evaluate the effectiveness of the lessons taught.
12. By January of 2015, there will be a 2.5% (14 students) increase in the number of students meeting proficiency (level 3 and 4) on the 2015 NYS ELA as evidenced by the school-wide assessments patterned after the 2015 NYS ELA Exam.

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

1. September 2014-June 2015

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

1. Students will be invited to attend Wednesdays, Thursdays and Saturday classes in the fall and spring.
2. Writing Matters consultant will meet with administration and teacher teams.
3. We will purchase the Skedula system again and continue to train staff on using it.
4. Teacher teams will meet weekly.
5. Professional development will be given on Mondays and Tuesdays throughout the year.
6. On Tuesdays, during "Parent Engagement" time, teachers and parents/guardians will have the opportunity to discuss student growth.
7. Administration will observe teacher lesson plans for evidence of teachers addressing students' academic needs.
8. City Year and YMCA members will be assigned to assist ELA teachers and be provided with space to tutor students during the after school program.
9. Network 208 will support us with the implementation of Teaching Matters as well as hold PD on Teaching Matters.
10. Achieve 3000 will continue to monitor the academic progress of student needs through diverse assessments.
11. Administration will monitor teacher lesson plans for evidence of teachers addressing students' academic needs.

Strategies to Increase Parental Involvement

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

1. Parents will be notified and invited to bring their children to the Achieve Now Academy on Wednesdays, Thursdays and Saturdays in the fall and spring.
2. NA
3. Parents will be notified and trained on how to use the Skedula system in order to track the progress of their children.
4. NA
5. NA
6. Parents will be notified to discuss academic development.
7. NA
8. City Year and the YMCA will contact and work with parents through workshops on how to assist their children at home with ELA strategies.
9. NA
10. NA
11. NA

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015, there will be a 5% increase in the number of students meeting proficiency (level 3 and 4) on the 2015 NYS Math exam as evidenced by the 2015 NYS Math exam results.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Analysis of the 2013-14 NYS Math exam shows that of the 515 students tested, 19% (98) reached proficiency (level 3 and 4). To reach exceeding target rating on the 2014-15 School Quality Guide 24.6% (134 Students) of students would have to reach proficiency.

Instructional Strategies/Activities

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

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

1. The Achieve Now Academy will be implemented on Wednesdays, Thursdays and Saturdays in the fall and spring in order to prepare our students in Math for the upcoming 2015 NYS exams.
2. We will continue to work with our Math teachers on implementing best practices.
3. Skedula program is being used by all teachers in order to identify and track the progress of our students.
4. Teachers meet weekly in teacher teams for common planning in order to align instructional units with the common core as well as to develop rigorous lessons rooted in best practices.
5. Teachers meet weekly to review key components of Danielson's framework to ensure that the needs of our student population are met.
6. Teachers will have one to one meetings with parents/guardians in order to discuss academic needs of students.
7. Carnegie Learning Program is being implemented as a supplement by all Math teachers.
8. City Year and the YMCA will work with targeted students during the school day and afterschool in order to provide additional academic support in the content area.
9. The CMP3 curriculum will continue to provide strategies to help the needs of our students.
10. Study Island is being implemented afterschool by the Title III Grant in order to provide academic assistance in small group setting in the content area.
11. Teachers will scaffold lessons using various formal and informal assessments to differentiate lessons in order to drive instruction and group students according to various student data.

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

1. Teachers and administration will take part in the Achieve Now Academy that will take place in the fall and spring of the 2014-15 school year.
2. Expert Math consultant from CMP3 will coordinate PD with administration in order to better serve our student population.
3. The Skedula system has been repurchased and teachers will have PD on how to incorporate the various components into their academic planning.
4. Staff will be provided with time to meet as teacher teams and administration and Network 208 will facilitate meetings.
5. The focus for professional development this year on Mondays is based on the Danielson Rubric as well as continued support for CCLS in order to dissect its components and implement the findings into our classrooms.
6. Staff will be in contact with parents/guardians during "Parent Engagement" time on Tuesdays and throughout the school year.
7. School Administration will provide support for the implementation of the Carnegie Learning program to supplement the CMP3 Math curriculum.
8. City Year members will be assigned to Math classrooms in order to assist students in the learning process.
9. Network 208 and DOE will provide support for the implementation of the CMP3 curriculum.
10. Study Island is a technology based instruction and assessment tool providing one to one and small group instructional opportunities.
11. Tiered activities and questions to promote higher order thinking skills (using Bloom's Taxonomy and Webb's Depth of Knowledge) will be used to appropriately match multiple levels of students to tasks in the classroom.

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

1. Fall and Spring periodic assessments will be used to evaluate the effectiveness of these programs.

2. Teacher observations by administration will be used to evaluate the effectiveness of the CMP3 consultant.
3. Administration will monitor the implementation of Skedula through the website.
4. Teachers will be submitting documentation and attendance records as well as observations by administration.
5. Teachers will be submitting documentation and attendance records as well as observations by administration.
6. Teachers will be documenting the progress of the meetings with parents/guardians in their designated anecdotal logs.
7. Fall and Spring periodic assessments will be used to evaluate the effectiveness of these programs.
8. City Year and the YMCA has assessments to measure and track student progress.
9. Fall and Spring periodic assessments will be used to evaluate the effectiveness of these programs.
10. Periodic assessments will be used to evaluate the effectiveness of these programs.
11. Assessments will be used to evaluate the effectiveness of the lessons.
12. By January of 2015, there will be a 2.5% (14 students) increase in the number of students meeting proficiency (level 3 and 4) on the 2015 NYS Math Exam as evidenced by the school-wide assessments patterned after the 2015 NYS Math Exam.

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

1. September 2014-June 2015

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

1. Students will be invited to attend Wednesdays, Thursdays and Saturday classes in the fall and spring.
2. Outside consultant will meet with administration and teacher teams.
3. We will purchase the Skedula system again and continue to train staff on using it.
4. Teacher teams will meet weekly.
5. Professional development will be given every Monday.
6. On Tuesdays, during "Parent Engagement" time, teachers and parents/guardians will communicate
7. Network 208 will support us with the implementation of CMP3 as well as teachers attending NYCDOE PD on CMP3.
8. City Year and YMCA members will be assigned to assist Math teachers and be provided with space to tutor students during and after school.
9. Network 208 will support us with the implementation of CMP3 as well as teachers attending NYCDOE PD on CMP3.
10. Study Island will monitor student growth through assessments.
11. Administration will monitor teacher lesson plans for evidence of teachers addressing students' academic needs.

Strategies to Increase Parental Involvement

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

1. Parent will be notified and invited to bring their child to the Achieve Now Academy.
2. NA
3. Parents will be notified and trained on how to use the Skedula system to track their child's progress.
4. NA
5. NA
6. Parents will be notified of their child's progress.
7. NA
8. City Year and the YMCA will contact and work with parents through workshops on how to assist their children at home with ELA and Math test strategies.
9. NA
10. Teachers working with the Title III Grant will be in close contact with parents to discuss student growth.
11. NA

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2015, there will be a 10% increase in the number of students from our African American accountability subgroup population meeting proficiency (level 3 and 4) on the 2015 NYS Math exam as evidenced by the 2015 NYS Math Exam results

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After an analysis of the School Quality Guide and students' scores on the 2014 Math State Test, our African American subgroup preformed below average when compared with our peer group. The African American population of the school during the 2014 school year was 95, with only 4% (4 students) meeting proficiency on the NYS Math exam. The African American and Hispanic males in the lowest third city wide make up 19% (93 students) of our population, and 39.8% (37 students) score at the 75th growth percentile or better. This indicates that this student subgroup requires academic interventions to accelerate student success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will plan lessons that target the needs of their students through the use of strategic multiple entry points and purposeful instruction. 2. This subgroup will be targeted through an invitation to attend our afterschool YMCA program which provides assistance with the completion of homework assignments. 3. Our Pearson Math curriculum CMP3 will continue to be utilized in the development of instruction to provide strategies to help this subgroup access mathematical content through appropriate scaffolds and mathematical supports. 4. The Achieve Now Academy will be implemented on Wednesdays, Thursdays, and Saturdays in the fall and spring in order to prepare this subgroup for the upcoming 2015 Math State Exam. 5. City Year and the YMCA will work with students from our African American population during the school day and afterschool in order to provide additional academic support in this content area. 6. Skedula program is being utilized by all teachers in order to identify and track the progress of this subgroup. 7. Teachers meet weekly in teacher teams as a means to discuss progress and address areas of weakness in regards to this subgroup. 8. Teachers meet weekly to review key components of Danielson's framework to ensure that the needs of the subgroup are met through rigorous instruction that exhibits highly effective qualities according to the teacher evaluation guidelines and expectations. 9. Teachers will confer with parents of this subgroup through means of one to one meetings to discuss the significance of test scores, support provided to the students by the school, and offer suggestions to utilize at home to reinforce school instruction. 10. Teachers attend teacher centered professional development workshops that provide best practices including strategies, resources, materials, and instructional tasks to help meet the needs of the African American subgroup.
B. Key personnel and other resources used to implement each strategy/activity
1. The school designated data specialist will receive per session for the development of a list of this subgroup. 2. YMCA Afterschool Community Based Organization will provide homework support and guidance afterschool to students. 3. An expert Math consultant from the Pearson CMP3 curriculum will provide professional development and support to math teachers. 4. Administration and teachers will take part in the Achieve Now Academy on Wednesdays, Thursdays, and Saturdays in the fall and spring. 5. City Year and YMCA members will be assigned to Math classrooms in order to assist teachers and provide small group and individual tutoring to our African American population. 6. The Skedula Program will be purchased again and utilized by teachers to monitor progress of this subgroup. Skedula workshops will be offered to teachers to familiarize them with the features of the program that provide more in depth analysis of the subgroup's growth. 7. Administration will allocate time for teachers to meet in teacher teams and examine progress of this subgroup, identify areas of weakness, and determine appropriate next steps for future meaningful instruction. 8. Teachers will receive professional development that provides information about the Danielson Framework and offers strategies to develop and implement instruction

that is considered to be highly effective based on the rubric.

9. Staff will receive per session for participation in these meetings before and after school.
10. The Professional Development Committee identifies instructional topics and selects teachers or outside consultants to provide workshops that offer best practices including strategies, resources materials, and instructional tasks.

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

1. Teacher given benchmark and end of unit exams will be utilized to track student progress. In addition, administration will track student progress to determine if a 5% (5 students) increase occurs in student performance by the second quarter. Teachers will discuss student progress derived from these assessments during designated teacher teams.
2. YMCA and the Principal will target student attendance at a 60% attendance rate. YMCA will track student progress and attendance within their academic program.
3. By the end of the second quarter, administration and teachers anticipate a 5% (5 students) targeted improvement in student performance for this subgroup as evidenced by Pearson CMP3 pre and post unit assessments. In addition, teacher observations by administration will be utilized to determine the effectiveness of the integration of Pearson curriculum in classroom instruction.
4. Student progress during the Saturday Success program will be determined by a 5% (5 students) improvement in student performance by the second quarter and an additional 1% (5 students) improvement by the end of the 4th quarter.
5. City Year and the YMCA will administer mathematical assessments to measure and track student progress.
6. Administration will monitor the implementation of Skedula through the website to ensure that teachers are consistently utilizing the program to track student progress and communicate this progress with parents.
7. Teachers will submit teacher team documentation and attendance records that indicate the meeting's objective and the participants.
8. Teachers will submit professional development agendas as documentation of attendance.
9. Fall and spring periodic assessment will be used to evaluate the effectiveness of these meetings.
10. Fall and spring periodic assessment through means of teacher surveys will evaluate the effectiveness of the teacher centered professional development workshops.
11. By January 2015, there will be a 5% (5 students) increase in the number of African American students meeting proficiency as evidenced by school-wide assessment patterned after the 2015 NYS Math Exam.

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

1. September 2014-June 2015
2. October 2014-June 2015
3. September 2014-June 2015
4. November 2014- April 2015
5. September 2014-June 2015
6. September 2014-June 2015
7. September 2014-June 2015
8. September 2014-June 2015
9. September 2014-June 2015
10. September 2014-June 2015

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

1. Money given to the school by the DOE will be utilized to pay the data specialist to collect, organize, analyze, and communicate school data to the staff as a means to indicate the specific students in the subgroup.
2. YMCA will be provided with space for the afterschool program Monday through Friday from 3:00pm – 5:30pm.
3. Teachers will implement the Pearson CMP3 curriculum between one to two periods per day Monday through Friday.
4. Teachers will provide direct instruction to students in the Achieve Now Academy from 2:30-4:30 pm on Wednesdays and Thursdays and 8:30-11:30 am on Saturdays in the fall and spring.
5. City Year and YMCA members will be assigned to assist Math teachers and be provided with space to tutor students during and after school.
6. The school will purchase the Skedula system again and continue to provide training to the staff on how to utilize its various features.
7. The administration allocates teacher team time on Mondays and Tuesdays as well as a predetermined number of early release days according to the SBO.
8. The administration allocates time for Danielson Framework training on Mondays and Tuesdays in addition to a predetermined number of early release days according to the SBO.

9. Money given to the school by the DOE will be utilized to pay teachers to stay before and after schools to hold these meetings.
10. The administration allocates time for teachers to receive teacher centered professional development on Mondays.

Strategies to Increase Parental Involvement

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

1. Parents of the subgroup will be notified of our CEP goal and will be given updates on student progress.
2. Parents will be notified and invited to sign their child up for the YMCA afterschool program.
3. Parents will be notified through a monthly newsletter of strategies, websites, and activities that can help strengthen their child's ability to access the math curriculum.
4. Parents will be notified and invited to sign their child up to attend the Achieve Now Academy on Wednesdays, Thursdays, and Saturdays in the fall and spring sessions.
5. City Year and the YMCA will contact and work with parents through workshops on how to assist their children at home with math test strategies.
6. Parents will receive a username and password to track their child's progress via Pupil Path which is the parent and student version of Skedula.
7. NA
8. NA
9. Parents will be notified and invited to a conference with a teacher to discuss the progress of their child as well as opportunities offered by the school to provide additional instruction and support.
10. NA

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 85% of the teachers will be rated Effective/Highly Effective in one or more Danielson components as measured by Principal Observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
This goal is aligned to the instructional focus for the 2015 school year. Independent practice and instructional support aims to increase the number or students reaching proficiency in NYS Math and ELA exams. After an analysis of Advance Data, Item analysis data, and conversations with teacher leads it was determined that student engagement was a concern (3c: engaging students in learning/averaged 3.02 per observation). Feedback from the 2013 PPO indicated that rigor of student work had to be raised.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Instructional focus will be met through the use of scaffolds, graphic organizers and depth of knowledge questioning. 2. Teachers will be given professional development on a weekly basis that is geared specifically towards the needs of our student body. 3. Teachers will meet in teams four times a month and share and or discuss best practices on use of scaffolds, depth of knowledge questioning and graphic organizers. 4. Teachers of core subject areas will attempt to align the Engageny.org/NYSED modules into at least four lesson plans throughout the year. 5. Administration will continue to use ADVANCE reports as a tool for monitoring teacher progress toward receiving a Highly Effective/HE o Effective/E rating in components 1e: Designing Coherent Instruction and 3c: engaging students in learning of the Danielson Framework. 6. Students will engage in instructional tasks that are both cognitively challenging and accessible. Teachers' planning and delivery will strategically provide opportunities for independent practice and instructional supports (i.e. scaffolds, graphic organizers) during lessons, with the aim of building students persistence through new or challenging tasks.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers and administrators 2. Professional development committee, administrators and coach 3. Teachers and administrators 4. Teachers and administrators, Network 208 5. Administration, ADVANCE, and Network 208 support.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Growth from pre and post exams will be used to track student progress. 2. Needs assessment survey will be given to plan professional development for the 2014-2015 school year. 3. Teacher teams will submit minutes of topics discussed within the meetings. 4. Growth from pre and post exams will be used to track student progress. 5. Administration will monitor progress toward this goal with the ADVANCE tracking system. 6. By February 2015, 50% (21 teachers) of the teachers will be rated Effective/Highly Effective in one or more Danielson components as measured by Principal Observations.
D. Timeline for implementation and completion including start and end dates
1. September 2014 – June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Network 208, Administrators and Professional development committee will support us with the alignment of our instructional focus strategies. 2. The Professional Development committee will support us through the use of surveys and teacher team minutes and will provide Professional Development based on the results. 3. We will allow for teacher teams four times each month on either Mondays or Tuesdays.

4. Network 208 will support us with the implementation of the Engage NY modules.
5. ADVANCE evaluation system will be used to monitor teacher progress toward this goal.

Strategies to Increase Parental Involvement

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

2. N/A
3. N/A
4. N/A
5. N/A

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Achieve3000 Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities Included in lessons (SmartBoard,iPads, videos,etc) Y.M.C.A. Saturday Test Prep Title III ESL Program Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays
Mathematics	Carnegie Math/CMP3 Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard,iPads, videos,etc) Y.M.C.A. Saturday Test Prep Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays
Science	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities Included in lessons (SmartBoard,iPads, videos,etc) Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays
Social Studies	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard,iPads, videos,etc) Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Academic Counseling, at-risk family intervention work. Achieve Now Academy	One -to-one Small group tutoring	During school During school day and after-school Saturdays

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Prior to hiring a candidate, their 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. Strategies and activities used to attract high-quality highly qualified teachers to our school include. · Frequent communication with our Network HR Director when vacancies occur. . Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals. · Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. · Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool · Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. · Maintaining a teacher resource center and professional library to promote promising and effective practices. · Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities. · Individualized PD plans are created for teachers to ensure continued improvement. All new teachers are provided a mentor. Teachers are encouraged to participate in Lunch and Learns, after school PDs and attend off site PD provided by Network 208. In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).
1. All staff will attend Summer PD offered by the DOE and Network 208 2. All staff will continue to attend the PD provided by the DOE during the school year. 3. Instructional Leads will attend Network 208 PD and return to school to turn-key the PD through teacher teams. 4. Network 208 and outside consultant will work with students during the school day and after school. 5. Staff will be encouraged to attend Weekend PD and provided with per session to attend. 6. Staff will continue to be trained in our ELA and CMP3 programs which are aligned to the CCLS. 7. Teachers will be continued to be trained by our 2 LTG grant consultants on the use of Ipad apps to address the CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available

to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of ELA, Math, SS and Science.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all eight (8) of the mandated Danielson components.
- Textbook and instructional materials purchased for all subject areas that are aligned with the CCLS.
- Afterschool programs to prepare students for all NYS assessments and regents.
- Use of the instructional lead and coach to assist teachers with becoming rated Highly Effective in all eight (8) of the mandated Danielson components.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL team was formed in June of 2014 and trained by Network 208 staff. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month three (3) hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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 through the use of Pupil Path;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, School Quality Guide, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, 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.

DBN: 30Q126

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$297,345.51	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$3,102,189.00	X	See action plan

[1]Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Department of Education
Carmen Fariña, Chancellor

Division of Specialized Instruction and Student Support
Office of English Language Learners
Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
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 as well as reduced class-size, and/or push-in services.
  - 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.

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 September 30, 2014.

Part A: School Information	
Name of School: The Albert Shanker School-	DBN: 30Q126
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information
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: Under the No Child Left Behind Act, all children must reach proficiency on state academic achievement standards and state academic assessments. This applies to ELLs as well; therefore I.S. 126 will provide its ELL students with supplemental instruction in an after-school program two days per week. Instruction will focus on building students' skills in literacy, mathematics, and science in order to help students meet or exceed the common core standards and achieve proficiency on all state and city assessments. The program will target ELLs who scored at the beginning and intermediate levels on the 2014 NYSESLAT or NYSITELL, and/or are a level 1 or 2 on the 2014 State ELA and/or Math assessments. Beginning in November through May, two certified content area teachers, one in literacy, the other in math, will instruct classes two times a week, one and a half hours per session, from 2:25– 3:55. A fully certified ESL teacher will provide additional support by teaching collaboratively with these teachers. In March, the math session will only be held once a week so that science instruction by a certified teacher can begin. Science sessions will be conducted in a fully equipped science lab. • Classes will meet for 19 weeks, two sessions per week for one and a half hours each. • Group sizes will be maintained at 15-18 students per teacher. There will be two classes with a total of 30-36 students. • Classes will be formed by grade level to ensure that students are receiving instruction that is aligned to their specific grade level curriculum. • Instructional activities will integrate the language skills of listening, speaking, reading and writing and be delivered using a variety of ESL methodologies and strategies that are supported by scientifically based research. Consistent use of scaffolding techniques, building background, activating schema, visuals and graphic organizers, questioning, cooperative learning and frequent opportunities for interaction and discussion will help improve and deepen comprehension and higher order thinking skills. The use of interactive technology involving computers, the internet, and Smartboard will be a major component of all lessons and instruction. • All instruction will be in English with native language support and will help to further develop the four language skills of reading, writing, listening, and speaking. The literacy class will target two language proficiency levels. The first level will target newcomers, those who have been in an English Language school system from 0 to less than two years and have

scored a Beginners-low Intermediate level on either the NYSESLAT or NYSITELL, and students with an interrupted formal education (SIFE). The Achieve 3000 ELL program, Achieve Language , will be used as the core mode of instruction. This is an online program that is aligned to the Common Core standards and focuses on building English language knowledge, as well as content area knowledge. There is also an emphasis on vocabulary development and building and activating background knowledge. This program also has built in native language supports to help drive English language acquisition.

The second level will target Long-Term ELLS , those who have received six or more years of ELL services, but continue to require them, and students at the high intermediate to advanced levels of English proficiency. Many of these students have received bilingual and/or ESL services for four or more years, but have not been able to achieve proficiency on the NYSESLAT nor meet the state standards on the NYS ELA and Math assessments. Intensive differentiated literacy instruction and direct instruction of reading and writing skills will help these students to meet the rigorous common core state standards. The online Achieve 3000 program, Teen Biz will be used. This program is aligned to the Common Core standards and has been scientifically proven to increase reading comprehension, vocabulary, and writing proficiency that have resulted in a significant increase on high-stakes test scores. The program uses complex nonfiction texts to improve reading, writing, and analytical skills for students at various learning levels. It does this by differentiating texts based on each student's individual reading lexile and continually assesses and increases the complexity of the text in order to ensure steadily increases in students' ability to read, comprehend, apply and communicate information derived from complex text.

Both these Achieve 3000 programs can be accessed at home and ongoing incentives are awarded to students who continue using the program outside of school. A significant correlation was noted between the hours of program usage and lexile level. More hours of program usage/ higher lexile level attained. Our school has been using this program for the last four years because it has resulted in significantly increasing the lexile level for the majority of students using it. There is no cost to the Title III budget for this program, because it was paid for from our Fair Student Funding. The last eight sessions of the literacy class will be direct preparation for the NYSESLAT.

For math instruction, the online Study Island program will be used. It is fully aligned to the common core state standards and is designed to help students master the specific content and skills outlined in the standards in order be successful on the state math test. The program is designed to pinpoint individual student skill areas in need and then provides targeted instruction through practice, review, and reinforcement that will move their performance to a mastery level. A bonus feature of this program is that students can continue to access the program even when not in school, from home or anywhere else at anytime all day long. The program was recognized with 2014 Best Student Assessment Award.

The science sessions will focus on reinforcing key science concepts and skills, using the inquiry process through labs to conduct scientific investigations and experiments, and helping students better prepare for both the NYC science performance tasks and NYS science exam.

Supplemental textbooks to be used include Empire State NYSESLAT and The NYSESLAT & Beyond, which provide students with question types that parallel those found on the NYSESLAT along with a skill

Part B: Direct Instruction Supplemental Program Information

analysis and proficiency charts that track student progress. Math and science resource books (word problems, hands on science activities), as well as general instructional supplies including chart paper, chart stands, folders, markers, notebooks, pencils, etc. will be purchased to support the after-school ELL Program.

As a special culminating activity and integral part of our instructional program, we will take an educational field trip of New York City. As we know, student learning becomes more meaningful when embedded in authentic contexts. We will visit famous NYC landmarks such as Ellis Island, the Statue of Liberty, and Governor's Island. The trip will provide students with firsthand experience related to many aspects of U.S. history that they have been studying, as well as add to their cross cultural experience by exploring and appreciating our city's rich history and culture.

Rationale for the selection of programs/activities: Based on the of results of the NYSESLAT, NYSITELL, NYS ELA, NYS Math, and NYS Science (8th grade), students demonstrated a need for additional support to further develop literacy skills in the English language and support high academic achievement in math, science, and other content areas in order to meet the rigorous common core state standards.

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:

I.S. 126's Title III Professional Development program will focus on making content comprehensible for English Language Learners by using instructional supports, aligning instruction to the common core standards, and using data to drive instruction.

Our School-based Staff Development Committee, school's administrators, and network support team have developed a plan for ongoing professional development during the new scheduled PD block and Teacher Teams. Since our professional development is built into the school scheduled time, it maximizes staff participation and significantly minimizes costs incurred to the Title III budget. Title III Teachers will be provided with two additional after school training sessions. Each session will be one hour long.

Topics to be presented during these professional development sessions include:

. ESL Mandates and Standards

Part C: Professional Development
. The Common Core Standards • The Language Allocation Policy • ESL Strategies/Instructional Supports • Employing student's native language to increase comprehension • Using assessments to drive instruction • Questioning Complexity using Webb's Depth of Knowledge • NYSESLAT Preparation/Test Strategies (ELA, Math, Science, NYSESLAT)

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: IS 126's Title III program provides English Language Learners' parents with the opportunity to attend informative workshops about all state assessments, the common core standards, testing accommodations, and promotional policies for ELLs. - Parent workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two formal workshops and each session will be one and a half hours long. The evening session cost will be paid for from the Title III budget, whereas the cost for the daytime session will not incur an expense from the Title III budget. Parents will be notified of these events through PTA meetings, phone messenger, school website, Skedula email, PTA meetings, Principal to Parent letter, and flyers translated in the home languages represented in our school to the greatest extent possible. - The ELL Coordinator, administrators, guidance counselors, or other pedagogues, along with the Parent Coordinator will facilitate the parent workshops. - Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible. - Parents will be presented with information on all statewide and city assessments and the testing

Part D: Parental Engagement Activities
accommodations for ELLs and Former ELLs. - Parents will be shown the following websites to help them view sample common core ELA and Math questions. https://www.engageny.org/.../new-york-state-common-core-sample-quest. and www.nysedregents.org as well as test prep sites such as www.internet4classrooms.com - Parents will be informed of all promotional criteria pertaining to ELL students. - Supplies will be purchased to support the parent workshops. - Refreshments will be purchased and served to parents who attend the workshop.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		_____
Travel		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 30	Borough Queens	School Number 126
School Name The Albert Shanker School of Visual & Pe		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Alexander Angueira	Assistant Principal Ms. Laura Parente
Coach Ms. B. Kolnik	Coach type here
ESL Teacher Ms. M. Megaris	Guidance Counselor Mr. F. Murphy
Teacher/Subject Area Ms. J. Calaghan	Parent Daniel Coman
Teacher/Subject Area Mr. A. Panagopoulos	Parent Coordinator Ms. R. Henderson
Related Service Provider Ms. T. Layne	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 not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	540	Total number of ELLs	92	ELLs as share of total student population (%)	17.04%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	**Newcomers (ELLs receiving service 0-3 years)**	29	**ELL Students with Disabilities**	24
SIFE	8	**ELLs receiving service 4-6 years**	34	**Long-Term (completed 6+ years)**	29

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	29	7	8	34	0	13	29	0	8	92

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	29	7	8	34	0	13	29	0	8	92
Number of ELLs who have an alternate placement paraprofessional: 4										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							29	17	13					59
Chinese														0
Russian														0
Bengali							5	4	5					14
Urdu							1	4	1					6
Arabic							4	1	3					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	41	27	24	0	0	0	0	92

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)							9	4	4					17
Intermediate(I)							4	4	12					20
Advanced (A)							28	19	8					55
Total	0	0	0	0	0	0	41	27	24	0	0	0	0	92

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	30	7	0	0	37
7	20	6	0	0	26
8	19	0	0	0	19
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	35	1	5	0	0	0	0	0	41
7	20	1	4	0	0	0	0	0	25
8	17	2	3	0	0	0	0	0	22
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	17	0	9	0	1	0	0	0	27

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   We use Prentice Hall- Pearson's Baselinec Exam and Achieve 3000 to assess the early literacy skills of our ELLs. The Pearson Baseline assesses students' reading skills and determines their individual strengths and needs. Achieve 3000 is used to determine a student's independent reading level and gives us their exact lexile score. The insights that the data provides about our ELLs is that most of them

have an independent reading level that is at least two grade levels below their present grade. The implications from this data are first used by teachers to drive differentiated instruction, match students books that are slightly higher than their lexile level, and form guided reading groups. Secondly, it informs school leadership about the type of reading intervention programs we need to implement and the lexile level of books we need to order for our classroom libraries.

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

After examining the results from the 2013 NYSESLAT the following patterns were noted:

- In all grades (6-8) the demonstrated highest number of students achieving profiency was in the sixth grade.(30 students in 6th grade took exam, 20% scored Proficient)This has been a consistent trend in both our NYSESLAT and ELL Periodic Assessment results.
- The 8th grades had the least amount of students scoring proficiency.(28 students in 8th grade took exam, 3.5% scored proficient .
- The 6th grade had the most students scoring on the advanced level which is a recurring trend. However it is also the 6th grade that has the most students scoring on the beginner's level. In regards to the 9 students who scored a beginner's level, 7 were newcomer ELLs here two years or less and the other 2 were full time Special Ed. ELLs in a self-contained class.
- In all grades (6-8) most of our students are scoring an overall proficiency level of Advanced. This has been a recurring trend.

. Across all grades (6-8) writing and reading were the areas that needed the most improvement(Based on raw scores due to the RNMR report not being available on ATS).

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

The implication for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT, ELA, and other assessments such as, ELL Interim Assessments, NYC Performance Assessments, LAB-R, Achieve 3000, Pearson's Baseline Exam, and teacher-made tests/observations).

We have designed and implemented a program that seeks to provide all English Language Learners complete accessibility to a rigorous common core standards based curriculum that parallels that of the monolingual settings taking into account their linguistical, academic, emotional, and cultural needs.

All students will be instructed in all modalities in order to move students from the beginning level to the intermediate, from intermediate to advanced, and from advanced to overall proficient on the NYSESLAT. To address weakness in the reading and writing modalities of the NYSESLAT, teachers will focus more on using data to target key reading skills in need of improvement and use the NYSESLAT writing rubric to assess works of writing. Consistent and structured use of ESL methodologies, strategies, and standards will help students acquire English language proficiency.

Particular attention will be given to those long term ELLs at the advanced level who need improvement in the reading and writing modalities. Incorporation of a balanced literacy program consisting of both a Reader's & Writer's Workshop (Prentice Hall-Pearson's Literature/Writing Matters Program) and common core standards based lessons will maintain a focus on the desired skills. The NYS Standards for English as a Second Language (ESL) also address all four modalities in standards 1-5, as we will target reading and writing for our advanced students. Our data shows that we have the highest concentration of long term ELLs in our seventh and eighth grades therefore, we have programmed an ESL skills class for those grades, which focuses on NYSESLAT preparation.

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?

4. a. Language Arts

- In reference to the ELA exam:

In Grade 6, a total of thirty-seven students took the exam. Thirty scored a level I, seven a level 2, and none a level 3 or 4.
Level I = 81%, Level 2 = 19%, Level 3 = 0%, Level 4 = 0%

In Grade 7, a total of twenty six students took the exam. twenty scored a level I, six a level 2, and none a level 3 or 4.
Level I = 77%, Level 2 = 23%, Level 3 = 0%, Level 4 = 0%

- In Grade 8, a total of nineteen students took the exam. Nineteen scored a level I, three a level 2, and none a level 3 or 4.
Level I = 100%, Level 2 = 0%, Level 3 = 3.33%, Level 4 = 0%

All Grade Totals - Level I = 84%, Level 2 = 16%, Level 3 = 0%, Level 4 = 0%

After examining these results, we noticed:

-Across all grades 6-8 most students scored a level I, and no students scored a level 3 or 4.
-In grade 8, the highest number of students scored at the lowest level, 1.
-Grade 7 had the highest amount of students approaching proficiency (23%).

4a & b. The implications of these results are:

- Use only instructional materials that are common core aligned

- Teachers will deliver rigorous curricula aligned with CCLS.
- Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- Instructional Leads will attend CFN PD and turn key strategies during teacher teams meeting both during and after school.
- To focus on reading skills and utilize researched based strategies to improve comprehension and writing, so there will be more growth in L2.
- To target instruction based on assessment results and student's language proficiency level within smaller grouping.
- To focus on the development of academic and content vocabulary
- To use Bloom's Taxonomy in order to increase higher order thinking skills
- To scaffold instruction and conference more with students.
- To provide students with next steps in remediating the identified area of need
- To provide students with a level one and two with after-school and Saturday programs.
- To provide more native language support
- To increase the frequency of AIS/RTI services in Language Arts during the school day
- To assess more frequently in order to monitor comprehension and identify skills not mastered.
- To provide ongoing test-like practice for the ELA and NYSESLAT
- To provide teachers with more PD on using data to drive instruction, strategies to use with SWD and ELLs
- To closely coloborate with the Chronic Absentee Committee and City Year Programs to discuss strategies for improving attendance.

Math- In reference to the NY State exam:

- In Grade 6, a total of forty-one students took the exam. Thirty-six scored a level I, five a level 2 and none a level 3 or 4.
  Level I=88%, Level 2=12%, Level 3= 0%, Level 4 = 0%

One student chose to take the exam in her native language, however she only scored a level 1.

•In Grade 7, a total of twenty-five students took the exam. Twenty-one scored a level I, four a level 2, and none a level 3 or 4.
  Level I = 84%, Level 2 = 16%, Level 3 = 0%, Level 4 = 0%

One student chose to take the exam in his native language, however he only scored a level one.

•In Grade 8, a total of twenty two students took the exam. Nineteen scored a level I, three a level 2, and none a level 3 or 4
  Level I = 86%, Level 2 = 14%, Level 3 = 0%, Level 4 = 0%

Two students took the exam in their native language, however they only scored a level 1.

All Grade Totals- Level 1= 86%, Level 2= 14%, Level 3= 0%, Level 4 = 0%

The results of this data indicated the following:

- The 7th grade had the highest percentage of students approaching proficiency.

-Our 6th grade fared the lowest with 88% scoring in the level one range.

-Across all grades 6-8, most students scored in the level 1 range and no students met proficiency. All students who were newcomers and took the test in their native language scored in the level 1 range.

The implications of these results are:

- To use only instructional materials that are common core aligned.
- Teachers teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks looks like
- Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- Instructional Leads will attend CFN PD and turn key strategies during teacher teams meeting both during and after school.
- To give concrete examples and ongoing opportunities to apply the concepts they are learning
- To implement differentiated instruction within smaller grouping
- To increase the usage of manipulatives.
- To provide students with a level one and two with after-school programs
- To increase AIS service in Math during the school day.
- To provide students with more practice using strategies to solve word problems.
- To increase the development of academic and content language in mathematics.
- To utilize bilingual math glossaries for grades 6-8
- To implement the usage of math journals so students can reflect on their learning.
- To address the different learning styles in lesson planning
- To implement more project based assessments that require higher order thinking skills
- To connect mathematical concepts to the real world
- To target instruction based on assessment results within smaller groups
- To provide ongoing test-like practice for state exam
- To emphasize the value of collaborative problem-solving in a real world context

. To review daily

Science * This data is based on last year's eighth grade students.

In reference to the NY State Science exam that our students took in the eighth grade, a total of twenty seven students took the exam. Seventeen scored a level I, nine a level 2, one a level 3, and none a level 4.

Level I=63%, Level 2=33%, Level 3= 4% Level 4 = 0%

After examining these results, we noticed that only one student (4%) of the students who took the exam were able to achieve proficiency, whereas the majority of students 63% scored in the level 1range. However, it was the only state exam exclusive of the NYSESLAT, that any of our ELLs were able to attain proficiency.

To best address the specific needs of our ELLS we have implemented McGraw Hill's NY Science Glencoe for our core curriculum. It is aligned to the CCLS and includes an online library of science videos to help teachers with instruction and strategies to use with ELLs and Special Ed. students. Student textbooks include a multilingual glossary of all academic vocabulary, many visuals aids and text features in order to provide support for ELLs. Workbooks and tests are available in Spanish and are used to provide native language support. Unit chapters contain outlines to help ELLs remain focused and in step with the lesson. There is a focus on building conceptual knowledge and academic vocabulary. For additional support we use Oxford's illustrated science dictionary.

Instructional practices that our science teachers are implementing are as follows:

- Teacher teams will continue to align the school's curricula with CCLS
- Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence
- Frequent use of benchmark assessments to identify early on the content knowledge that needs to be mastered
- Native language libraries aligned to the science curriculum
- Bilingual science glossaries for grades 6-8
- Differentiating instruction within smaller grouping
- Break assessments into smaller chunks
- Introducing key concepts and vocabulary needed to understand content
- Increasing hands on learning through Labs
- Conducting experiments using the inquiry process
- Utilizing visuals and realia
- Graphic Organizers to scaffold learning of concepts
- Giving clear and precise directions and modeling
- Restating key concepts as a summary in the end of each lesson
- Reviewing previously taught concepts
- Increasing the development of academic and content vocabulary in science.
- Infusing technology with instruction via Smart Boards, Power Points, and Laptops
- Trips (nature walks, Planatarium, The Hall of Science)

ELL Periodic Assessments

A specific analysis of data from the latest periodic assessment, March 2013 demonstrated that our sixth grade students scored the highest in the Writing modality (80%) which did not parallel the results from the 2013 NYSESLAT in which writing was identified as an area in need of improvement. This can be easily explained by the vast difference between the two assessments' writing sections. The ELL Periodic Assessment has no actual essay to be written, all questions are answered through multiple choice selection which tests grammar and usage. The seventh and eighth grade scored the highest in the reading modality (62.5%) which also did not parallel the results on 2013 NYSESLAT in which reading was one of the areas identified in need of improvement. The sixth grade overall fared better on these assessments than the 7th & 8th grade, which has been the trend. Subsequently, more sixth grade students gained proficiency (20%) on the 2013 NYSESLAT.

Significant Data Results :

- In the 6th grade, our students showed an overall growth (72.98 to 78.89) from Assessmenyt#1 to #2 whereas the city's average showed a decline. (70.49 to 69.99)
- In the 7th & 8th grades, students also showed an overall growth (70.58- 74.86%)
- On both assessments, across all grades, we fared better than the city average, which is consistent with past results.

After analyzing the data from the ELL Interim Assessments, the school leadership and teachers are using these results to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

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*.)

Paste response to question here: Not Applicable

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

There are many factors that we use to inform our instructional decisions regarding second language development for our English Language Learners. The initial factors consist of:

- students' pre-migration experiences (including level of formal education in their home country)
- English language proficiency data
- ELL program selection

Our instructional model for second language development in the ELA class is delivered through Team Teaching. The ELA content area teacher and the ESL teacher are paired together, each bringing different areas of subject expertise. The ESL teacher supplements instruction by bringing knowledge of second language acquisition, cultural understandings, and ESL strategies. Collaborative planning is conducted between these two teachers in order to meet students' needs and increase student outcomes. Through ongoing professional development and Teacher Team Meetings, all content area teachers are helped to better understand and meet the educational needs of their ELL students.

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?

We do not have a dual language program.

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

The success of our ELL programs is evaluated using the NCLB guidelines.

- Making adequate yearly progress in ELA, Mathematics, and Science
- Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening of the English language (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT)
- Annual increases in the number or percentage of ELLs attaining English proficiency by the end of each year, as determined by the NYSESLAT.

In addition, we use the ELL Periodic Assessments to measure students' growth at specific points during the school year and to evaluate how are students are faring in comparison to the NYC average on these assessments.

The Title III AMAO 2 target for 2012-2013 was 12.4%, and we attained an 11.4% in English profiency based on our 2013 NYSESLAT scores. This is not consistant with our past results, which we have always met and exceeded the target goal set by the U.S. Deparment of Education. There was an overall NYS and city decrease in the 2013 NYSESLAT scores due to the exam now being aligned to the more rigorous CCLS.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

1. The steps our school follows to initially identify those students who may possibly be ELLs are as follows:

☐ Every new student who is enrolling for the first time into our NYC public school system is given by our pupil accounting secretary a Home Language Identification Survey (HLIS) in the language best understood by the child's parent or guardian. It is at this time that our ESL Coordinator who is highly qualified with the ELL identification process conducts an informal interview with the child's parent or guardian to ensure that the HLIS is correctly and completely filled out. The ESL Coordinator has been fully trained by the Dept. of Ed.'s ELL Compliance Specialists in the ELL Identification Process and has turn keyed this information to our Guidance Counselors so that there is always a qualified pedagogue during the initial enrollment. If the informal interview needs to be conducted in a native language that the above personnel does not speak, then another pedagogue who does speak the native language will be called to provide assistance in the interview by translating. If we do not have on site personnel to provide the

translation, then we utilize the Department of Ed.'s over-the phone interpretation services, which are available in over 150 languages.

☐ The ESL Coordinator reviews all responses on the HLIS forms and takes into account all information obtained through the interview to determine if the child's home language is one other than English. If it is, then it is explained to the parent that the child will be administered within ten days of registration the Language Assessment Battery-Revised (LAB-R) to determine their English proficiency level and service eligibility. Parents are advised that if their child is eligible to receive ESL services, then they need to attend a Parent Orientation so they can be informed about each program available to ELLs. If the parents express that it is difficult for them to return for an orientation if needed, then the ESL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff that speaks the native languages of the majority of our ELL population thus making this process possible.

☐ The ESL Coordinator administers and scores the LAB-R.

☐ Any student who scores below proficiency on the LAB-R becomes eligible for state-mandated services for ELLs.

☐ If the determined home language of a student is Spanish, and he or she score below proficiency on the LAB-R then a Spanish LAB is administered to determine language dominance. This assessment is administered by a Spanish Bilingual teacher, who has been trained by the ESL Coordinator. Once again, it is the ESL Coordinator who scores the exam.

During the registration of transfer students or readmits, the ESL Coordinator runs a test history to determine if they require ESL services or not. If the parent is present, an informal interview is also conducted to find out about the child's background and schooling. This aids in determining if the student is SIFE or not. If they also happen to be Special Education students, then the IEP will be reviewed to determine eligibility for ESL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. To ensure that the parents of our English Language Learners understand all three program choices, we have the following structures in place:

First, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's LAB-R score. This is done no later than ten school days from the child's date of admission. Inclusive in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September, which we always try to coordinate with "Meet the Teacher" night in efforts to increase attendance. During this orientation, each ELL program, state standards and assessments, as well as the modifications given to ELLs for these tests will be explained and parents can ask questions. In addition we offer, at the parents' convenience, one-on-one conferences throughout the school both in the early afternoon and evening, allowing working parents more flexibility to attend. These orientations are always conducted with the ESL/Bilingual and Parent Coordinators, with on site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form this class at that moment we will send the parent request to ELL Program Transfers@schools.nyc.gov. If they decline the transfer and choose to have their child remain at our school, then the student will be placed in a Freestanding English as a Second Language program. If at some point later on we have a sufficient number of parents with the same home language, requesting a bilingual program, then we will open such a class.

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].)

3. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and return as soon as possible. At this time, we inform them that if they do not return the selection form then by default the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. A second invitation is extended however to any parent who has not yet returned their Program Selection form, as well as a courtesy call, in their home language, to remind them that these forms must be returned if we are to honor their preferred program selection.

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.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs are the Parent Survey and Program Selection forms. If at that time, we have an insufficient number of students with the same program requests, then the parents are offered a transfer within the district assuming availability of seats, but are informed that if within the school year we do meet the

minimum number of students with the same requests, they will be notified and given the option to transfer their child to our school. For any student whose parent did not return a Parent Survey and Program Selection form, he or she will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. As stated above, this default placement will only take place once all our attempts have gone unanswered.

Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

For the parents of our continuing ELLs, we send written notification of their continued entitlement along with their current NYSESLAT score and required time allotment for ESL services. Though not encouraged, we honor any request for a program change, if the service is available.

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.

5. To ensure that all our ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT), the ESL Coordinator is responsible for monitoring and verifying ATS reports such as the NYSESLAT Eligibility (RLAT) and Admit reports throughout the school year. In addition, the ESL Coordinator makes sure that the NYSESLAT testing schedule provides for all testing accommodations that may be required for ELLs with Individual Educational Plans (IEP). All teachers involved with the administration of the NYSESLAT have been fully trained by the ESL Coordinator. The Testing and ESL Coordinator always attend any Regional Testing Meeting pertaining to the NYSESLAT to ensure that proper testing procedures are followed, required information on answer documents is complete and accurate, and all testing materials are secure and properly returned.

Results of this exam are evaluated annually in order to determine whether or not the student continues to be eligible for ESL services and to monitor their progress in obtaining proficiency in English. The RNMR and ARIS data report are used to identify progress in the modalities of speaking, reading, writing, and listening. Teachers use this data to differentiate individual or group instruction to address students' specific needs.

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.

6. In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice is ESL. Parents are clearly indicating and selecting ESL services for their children. This current school year 2013-2014 so far we've had one newly enrolled ELL entitled to services and that student's parents chose to place their child into the ESL program. Our last school year, 2012-2013, we had similar results; there were two newly enrolled ELLs and both selected ESL as their first program choice. Prior to that, in 2011-2012, there were four newly enrolled ELLs and all of their Parent Selection Forms indicated Freestanding ESL as their first program choice. We will continue to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children. Our programs are aligned to what parents have been requesting. Parental choice and options are always respected and fulfilled as per CR Part 154 Regulations.

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])?

1. a &b. We have a Freestanding ESL Program which currently consists of three classes, one on each grade level (6-8). Classes are heterogeneous and travel together as a group (Block model). Our organizational model is departmentalized with an ESL teacher co-teaching in the ELA class in both our sixth and seventh grade. Our eighth grade ELA class is taught by a dually licensed ELA/ESL teacher. In addition, the seventh grade social studies teachers that service are ELLs is dually licensed in Social Studies and ESL.

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)?

2. To ensure that the mandated number of instructional minutes is provided, our ESL Coordinator analyzes each individual ELL's NYSESLAT level to assure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.

☐ Students who scored at Advanced Level on the spring 2013 NYSESLAT receive 180 minutes of ESL instruction per week.

☐ Students who scored at the Beginning or Intermediate Levels on the spring 2013 NYSESLAT receive 360 minutes of ESL instruction per week.

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.

3. The program model includes two components:

Language Arts instructional component – the language arts instructional component is delivered through instruction in English language arts (ELA) and English as a second language.

☐ Content Area instructional component - the content area instructional component is delivered through instruction in English using ESL methodologies and strategies.

Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Instructional Methods:

All ELL students receive the same rigorous common core standards-based curriculum as monolingual students, and all instruction follows the Reader's/ Writer's Workshop model. A literacy-rich school environment immerses students in a variety of language experiences where classroom discourse and interactions are well-designed to enable ELLs to develop communicative strengths in language arts. In all content areas there is a strong focus on academic language instruction so that students can successfully perform CCLS tasks such as citing evidence, persuading, and engaging with complex informational texts. Ongoing assessment and feedback guide learning. To make content comprehensible and enrich language development all lessons are inclusive of mini lessons, read alouds, pair share, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary using ExC-ELL strategies and text comprehension strategies. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, debates, and non-fiction reading and writing. Some methodologies used to carry out the lessons are scaffolding, CALLA, TPR, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

4. To ensure that ELLs are appropriately evaluated in their native languages, we follow New York State regulations such as:

-Newly enrolled students who have Spanish indicated as their home language and score at or below the 40th percentile on the LAB-R, the Spanish Lab is administered.

- NYS testing accomodations for our ELLs and SWDs are always arranged for and alternative language editions of state tests are ordered as necessary.

-Translators for the lower incidence languages that our ELLs speak as well as bilingual dictionaries/and glossaries are always provided.

For ELLs that are also identified as having disabilities, the Committee on Special Education (CSE), as per state policy (CR-Part 154), will develop an individualized education program that considers the language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. It will consider the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ESL instruction; and whether the student needs bilingual special education and/or related services. To ensure that the IEPs for LEP/ELL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability will participate in the CSE meetings. Any re-evaluation will require a bilingual assessment.

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

5. Aligning curriculum and instructional materials to the Common Core standards ensures that our students are being taught and assessed on what they are expected to learn and know. The alignment process helps teachers think critically about the curriculum, instruction and assessments as they work to ensure that their students meet the rigorous new Common Core Learning Standards.They also provide a clear and focused progression of learning.

The administration of the ELL Periodic Assessments serves in providing teachers with detailed information about their students' strengths and weaknesses in each of the four modalities and helps them plan individual and group instruction.

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).

Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction as well as to determine the learning targets and the short-term goals for individual students.

-The NYSESLAT scores

- LAB-R scores (As of February 2014 the New York State Identification Test for English Language Learners (NYSITELL)
- ARIS Data Reports
- ELL Periodic Assessments
- Achieve 3000
- Carnegie Math
- Subject area Performance Tasks, tests, and quizzes
- Portfolios
- The New York State ELA, Math, and Science test scores
- Teacher Observations & Conferencing Notes

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

SIFE students are immediately identified by running the SIFE Students Report (RSFE) and BESIS data collection. For newly enrolled ELLs, the Home Language Survey (HLIS) is used. These students are placed in an age appropriate class and the ESL Coordinator informs their teachers that they do not have adequate literacy skills in their native language (L1)to transfer over to the second language being learned (L2). Next, they are assessed in both literacy and math skills in order to determine their academic abilities. Assignments and tests are then modified to meet their particular learning needs thus enabling them to achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will also receive additional academic intervention services in small group settings during and after school which will focus on literacy and math skills. The instructional programs we have selected to use for intervention are Achieve 3000, Carnegie Math, and ESL BrainPop. The literacy programs used with these students focus on the development of phonological awareness, fluency, reading comprehension skills, and overall literacy skills in the modalities of Reading, Writing, Speaking, and Listening. Our goal is to provide these students with the support necessary to have them "catch up" to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively by the students' Language Arts, ESL,

and AIS teachers in order to develop a more prescribed plan of intervention. Participation in after school programs is greatly encouraged.

ELLs who are in this country less than three years, have been placed in an age appropriate Block Class, which means the travel together as a group. They receive ESL and Language Arts instruction by a fully certified ESL teacher. All other Instruction is departmentalized and conducted by fully certified teachers who have received professional development in ESL strategies. There is a focus on using visuals and graphic organizers to support instruction and vocabulary development. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Since it is required from NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned the ELL curriculum to the ELA curriculum.

For our ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognative skills by utilizing Bloom's Taxonomy to demonstrate critical thinking. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses.

Our long-term ELLs are usually proficient in listening and speaking but fall short in attaining proficiency in the reading and writing modalities on the NYSESLAT. Many of these ELLs have IEPs and it is their learning disability that prevents them from being able to achieve proficiency. Based on an agreement between the NYC Department of Education and the NYS ED. Department, these students will each undergo a review process (ELAND Review) to determine if he or she meets the specific criteria and therefore no longer needs ESL services. Instruction for our long term ELLs focuses on reading comprehension strategies and writing skills. Academic intervention services in ELA will be scheduled at least two times a week and assessment data will be monitored closely in order to identify skills in need of improvement. The 2013 NYSESLAT modality scores, Years of Service Report (RYOS) and ELA Assessments are used to identify these students.

Former ELLs are identified using the RLAT report, ELLs who are English language proficient based on their scores on one of the two most recent administrations of the NYSESLAT. Former ELLs who have a Level 3 or higher on both the state ELA and Math exams are placed in a monolingual grade appropriate class , and if possible, in one composed of children who have had similar experiences. Former ELLs with an ELA or Math state score below a level 3 are programmed into classes with advanced ELLs, therefore continuing to receive ELA instruction from both an ELA and ESL teacher. In addition, they often receive extended day academic services from an ESL teacher. The progress of all former ELLs is monitred and collaboration between teachers ensures that the academic needs and social well being of this particular group of students is being met. Any student identified as needing additional academic services, is encouraged to participate in our Title III after school ESL program and given an application. We provide testing accommodations to these former ELLs as per NYS Testing Accomodations for former ELLs.

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?

Our ELLs identified as having special needs are always afforded equal access to the same general education curriculum as students without disabilities, however instruction depends on the students individual educational plan (IEP). All teachers and providers who work with these students are given access to the Special Ed. Student Information System (SESIS) where they can view a copy of the student's IEP as per the Standard Operations Procedure Manual for Special Education. All teachers work collaboratively to implement a rigorous common core standard based learning environment that focuses on academic achievement, and language development. Teachers modify and adapt curriculum when necessary in order to meet individual student needs. Lessons are interactively taught using a SMARTBOARD along with visual aids, graphic organizers, and manipulatives to assist students in learning. Students receive additional academic services in Reading and Math. Achieve 3000 is used as their reading intervention program. This is a web based scientifically program with the goal of increasing overall reading achievement, accuracy and fluency on reading multisyllabic words, oral reading fluency, academic vocabulary, comprehension of expository passages, and the ability to write coherent,well organized paragraphs.

For math, Carnegie Learning is used as an intervention program. This is a web-based program aligned to the Common Core State Standards. The program requires that students apply knowledge through high-order thinking skills and emphasize the value of collaborative problem- solving in a real world context. Differentiation is based on each student's knowledge, cognitive skills, and areas of interest.

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?

The goal for our ELLs with disabilities is to afford these students equal access to learn within the least restrictive environment. Therefore, to begin with, we created parallel schedules where general education and special education teachers are providing instruction in the same content area during the same periods, thus maximizing mobility between settings. All instruction is aligned to the Common Core Learning Standards and the Intergrated Co-Teaching Model (ICT) is used to deliver instruction to the majority of these students. The general education content area teachers, special ed. teachers, related service providers, inclusive of the ESL teacher, guidance counselor, IEP teacher and School Based Support Team, all work together to provide the recommended services, accommodations, modifications, and support in accordance with students' IEPs. Student performance is continuously measured and used to differentiate instruction as needed. There is a strong emphasis on using technology to foster literacy acquisition and it has

proven to be very successful.

Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

9. Our targeted intervention programs supplement regular class instruction during and after the school day.

Interventions During the School Day:

☐ City Year Program - instructors from diverse backgrounds with college degrees provide academic Push-in services in Language Arts and Math classes. In addition to the academic component, they work to improve attendance and/or behavior skills for students in need of this support. Theses services are conducted Mondays-Thursdays from 7:30-5:30PM.

☐ Extra ELA Instruction – Students are programmed with three additional periods per week (45 min. per period) in ELA. Pearson's Prentice Hall Literature is used for ELA instruction, which is aligned to the Common Core Learning Standards and is research-based. Every unit has leveled reading selections to differentiate instruction based on students' reading levels and there is a focus on both academic and content related vocabulary. In addition, there is an audio/video component which is utilized throughout lessons using Smartboard technology, and native language support in Spanish for every selection.

☐ AIS/RTI Reading Program:

-The Achieve 3000 Program – For all sixth, seventh, and eighth grade ELL and Special Educationn students who scored a level 1 or low 2 on their 2013 ELA. This is a web-based program that is fully aligned to the Common Core Learning Standards, and has been scientifically proven to accelerate reading comprehension (using non fiction texts), vocabulary, writing proficiency and performance on high stakes tests. Reading passages are matched to each student's individual Lexile™ reading level. Students receive instruction three times a week and each class session is 45 minutes.

☐ AIS/RTI Math Program:

-Carnegie Learning- For all sixth, seventh, and eighth grade ELL and Special Education students, who scored level 1 or low 2 on their 2013 State Math Test. This is a web-based program aligned to the Common Core Learning Standards. The program requires that students apply knowledge through high-order thinking skills and emphasize the value of collaborative problem-solving in a real world context. Differentiation is based on each student's knowledge, cognitive skills, and areas of interest. Classes meet three times per week for a duration of 45 minutes per session.

☐ Extra Math Instruction – Students are programmed with three additional periods per week (45 min. per period) in Math. The Connected Mathematics Project 3 (CMP3) program is used for instruction. This program was selected to be used in grades 6-8 through out the entire NYC and is fully aligned to the Common Core Learning Standards. It is designed to help students develop an understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics.

☐ Chronic Absentee Program- guidance counselors meet weekly with students identified as having been chronically absent or late. Strategies and action plans to be implemented are discussed. In addition the Chronic Absentee Program Committee meets monthly with parents to inform them of their child's progress and discuss strategies that may help. Personnel from various community outreach services are also present to offer parents information about the support programs available to them.

After School Intervention Programs:

- Project Success - During our extended day students that scored a level 1 or low 2 on their 2013 ELA and/or Math State Examinations and ELL students receive academic support through small group instruction. well as any ELL student who is newly enrolled and has not yet taken the ELA exam. Instruction is in English with native language support. Services are conducted twice a week for a duration of 38 minutes per session.
- Title III after school program- consists of two classes; one targeting the English literacyand needs ELLs and ELLs with disabilities who have been in the U.S. for no more than three years and have a NYSESLAT score of Beginner or low intermediate, the second class is composed of ELLS who have been in the US for 4 or more years and have a NYSESLAT score of Advanced or high level Intermediate. Supplemental instruction is also given in the content areas of math and science.
- YMCA- This program has an open enrollment and services our students everyday, Monday and Tuesday from 3:00-6:00PM and Wednesday-Friday from 2:30-5:30. In the first session of the program, students receive small group tutoring or homework help and in the second session students choose from a variety of extracurricular activities to participate in. These activities include Creative Writing, Mad Science, Rhymes & Poetry, Flag Football, Arts & Crafts, Dance and Leadership Team.
- Project Success-After school tutoring in science content and academic vocabulary for all Level 1s and low Level 2s two days a week. All instruction is aligned to the common core standards, inquiry based, and inclusive of science investigations through the use of Labs. Guided questioning helps lead science investigations.

Social Studies Intervention Programs

- Project Success tutoring in Social Studies- students receive guidance in answering DBQs and preparing Exit projects for all grades two times a week. Access American History Text is used as a supplement for it is specifically designed for ELLs.

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

10. The program we have created and implemented for our ELLs has proven to be effective in meeting both the content and language development of our ELLs. The success of our ELL program can be contributed to the following factors:

- using literacy programs and materials that are fully aligned to the common core learning standards, scientifically based, and infused with technology.
- a focus on academic language development and the English language skills needed to access content
- modifying assignments and assessments in different content areas for ELLs at different stages of language development
- providing native language support
- setting instructional goals aligned to the grade-level expectations of the common core standards
- assessment of progress toward these goals which helps teachers guide instruction
- ongoing monitoring of student performance data
- additional academic intervention services tailored to target students' individual needs.
- teacher teams consisting of content area teachers and both ESL and Special Ed. teachers that are highly qualified to provide insight and best practices in second language acquisition.

The evaluation of our program's success is measured using both summative and formative data and is in accordance to the NCLB guidelines.

- Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening skills as determined by adequate scale score gains made in the combined modalities of the NYSESLAT and the NYC ELL Periodic Assessments.
- Annual increases in the number or percentage of ELLs attaining English proficiency by the end of each year, as determined by the NYSESLAT

Based on our school's 2013 NYSESLAT results, for the first time since 2006 we did not succeed in meeting the Title III AMAO 2 target for 2012-2013 which was 13.7%. We obtained a Proficiency level of 11.4% We attribute this to the 2013 NYSESLAT being aligned to the much more rigorous Common Core Learning Standards. The entire NYS experienced significant decreases in state assessment scores. Howeever, we fared above the city average.

Our ELLs fared very well on the ELL Periodic Assessments:

- In the 6th grade, our students showed an overall growth (72.98 to 78.89) from Assessmenyt#1 to #2 whereas the city's average showed a decline. (70.49 to 69.99)
- In the 7th & 8th grades, students also showed an overall growth (70.58- 74.86%)
- On both assessments, across all grades, we fared better than the city average, which is consistent with past results.
- Student progress as measured by content area baseline and benchmark assessments and the NYC performance tasks that are all aligned to the grade-level common core learning standards.

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

11. This year we are using a new core math program, Connected Mathematics Project 3(CMP3). It was a math curriculum suggested by NYC because it is fully aligned to the Common Core Math State Standards. The program we utilized prior to this was Impact Math, but it was not aligned to the Common Core Standards.

Improvements we made this year were increasing instructional time for all ELL and Special Education students to use the Achieve 3000 program, due to the overall success the program had in increasing the lexile level of our students.

We also increased instructional time using Carnigue Math based on teachers' recommendations that it has been effective with their struggling students and targets the skills needed to help students meet the Common Core Math Standards.

We have implemented a peer mediation program, where trained students help other students to resolve their differences when a conflict is beginning or has already occurred. Students utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence between students thus resulting in a safer school environment.

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

12. The following programs are no longer being used because they were not aligned to the Common Core State Standards: Impact Math, Kaplan Math, and Kaplan Language Arts.

Our Jacob Riis After School Program and the ReServe Program are not continuing this school year because they were not able to receive funding.

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

13. All ELLs are afforded complete and equal access to all school programs and receive all city and state mandated services that they are entitled to. All instruction is grade appropriate, rigorous, and aligned to the common core learning standards. Students identified as being at risk because they scored a level 1 or low 2 on the state ELA and/or math test, as well as all newly arrived

ELLs receive supplemental academic services both during the school day and after school through our extended day Project Success program, Title III program, and the YMCA program.

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

14. Some instructional materials used include:

- Leveled classroom libraries in all genres, including content and grade specific core curriculum bilingual libraries
- Pearson's Prentice Hall Literature Program (Inclusive of support in Spanish for every selection)
- Achieve 3000-Teen Biz, which is an online non-fiction online reading program
- Getting Ready for the NYSESLAT & Beyond textbooks
- Writing Matters
- Smartboard
- Google Earth
- Connected Mathematics Project 3(CMP3) and teacher created math supplement activities
- Carnegie Math online
- Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,
- Access Science (6,7,8) Science Labs & Kits, Scott Forsman science books,
- Study Island, BrainPop, BrainPop ESL, and Study Island are all online programs used after school in Title III

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

15. Native Language support is delivered in the following ways:

- content specific Spanish bilingual libraries that are alligned to our curriculum
- our ELA curriculum program is inclusive of Spanish language support for every selection
- textbooks with a spanish glossary
- translation dictionaries
- 6-8 grade content glossaries for ELA, Science, Math, and Social Studies (available in 9 languages from the NYS Ed.Dept.)
- language buddies
- graphic organizers in the native language
- Google Translator
- explicit teaching of cognates and false cognates (Spanish)

Our ESL teachers, City Year tutors, counselors, and other staff members speak many of the languages representative of our students and encourage multilingualism. Having a classroom environment that is socioculturally supportive will allow students to develop linguistically, academically, and cognitively.

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

All resources and required services support and are aligned to the Common Core State Learning Standards and the grade specific core curriculum in all content areas.

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.

To assist newly enrolled ELL students before the beginning of the school year we have implemented Project Jump Start, where we conduct several orientations to our school. In May, our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In house translators are present during these orientations. In August, prior to the opening of school we will have another orientation for the parents and students of newly registering students.

18. What language electives are offered to ELLs?

At this time, due to budget constraints we can not offer a foreign language class to all our students. Currently all our sixth grade students inclusive of our ELLs and Special Education students, receive foreign language instruction in Spanish, two to three times a week. In the seventh grade, only the top seventh grade class receives foreign language instruction in Spanish. For our seventh and eighth grade students, only those in the two top classes continue to receive foreign language instruction in Spanish. In the future, if our budget increases we plan on hiring another foreign language teacher in order to be able to offer all our students a language elective.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?
d. What Dual Language model is used (side-by-side, self-contained, other)?
e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: Not Applicable

C. Professional Development and Support for School Staff

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

1. Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following:

. Making content comprehensible for ELLs /Scaffolding strategies
. The Common Core Learning Standards
. Danielson's Framework for Teaching
. Smartboard technology
. Analyzing student work to drive instruction, norming student work using the NYC Performance Assessment rubrics

Our administration, CFN curriculum support specialists, the Writing Matters Staff Developer, as well as the ESL Coordinator will work collaboratively with content area and ESL teachers to support instruction. This support will take the form of demonstration lessons, modeling of individual teaching strategies and analysis of student work and data to drive instruction, participating in Teacher Team meetings, and sponsoring workshops to ensure effective implementation of instructional models.

Workshop topics include:

. ESL Mandates/The Language Allocation Policy
. Data Analysis & Differentiated Instruction
-ESL strategies
. Using Smartboard Technology
. Academic Language Development
. Aligning instruction to the common core learning standards
. Danielson's Framework
. Preparing for the NYSESLAT
. Testing Strategies and Testing Modifications for ELLs and Sp. Ed. students
. Measuring Students' Progress and Next Steps

2. -Instructional leaders will participate in network PD related to the CCLS and then turn key information to ELL teachers as well as to the rest of the staff.(We will request PD from our network leaders that focuses on helping teachers understand the language demands and to interpret the linguistic implications of the CCLS for instructing ELLs.)

-Professional development will continue to be provided for all teachers on the Danielson Framework and the CCLS (deconstruction of the standards and instructional shifts)

-Teacher schedules with time for weekly team meetings to conduct collaborative inquiry, assess student work, realign curricula to CCLS and plan lessons that support rigor while addressing individual student needs.

-Teachers will have ongoing support in the CCSS through Engage NY (http://engageny.org/common-core-curriculum)

-Teacher teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks aligned to the CCLS looks like.

3.To support staff in assisting ELLs as they transition from elementary to middle school and then from middle school to high school by offering students counseling sessions. These sessions are conducted one-on-one or within a small group setting with the child's guidance counselor, and the focus is to assist and guide students with personal and social concerns. Other procedures we have in place to help smooth the transition and assure academic and emotional success are as follows:

- Project Jump Start, as we mentioned before helps inform students and their parents about our school before actual enrollment in order to facilitate adjustment and reduce anxiety.
- A partnership between our guidance counselors and the guidance counselors of our incoming and exiting students, in efforts to ensure proper program placement. Pertinent information is shared with administrators, teachers, and any other necessary school personnel.
- For our eighth grade ELLs, their guidance counselor offers a series of workshops to parents and students on the high school application process. In addition, the guidance counselor arranges transportation and accompanies students and their parents to NYC's High School Fairs. Individual appointments are welcomed for any parents that need more assistance or information in regards to high school requirements or selection.

All school personnel work collaboratively to foster an environment that is positive and supportive.

4.The minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. is conducted on-site during NYC's Dept. of Ed. designated Professional Development Days and off-site when workshops are coordinated

by or our Children's First Network(CFN).

Topics addressesd will include but are not limited to the following:

. The CCLS and implications for ELLs
- Best Practices for the instruction of ELLs
. Differentiating instruction to meet the needs of ELLs and ELLs with disabilities
- Testing accommodations for ELLs, Former ELLs, and SWDs
- What is the LAP?
- Data collection and analysis
- Learning styles
- Native Language support
- Incopariting culturally relevant curriculum into the classroom

D. Parental Involvement

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

1. Our school encourages parental involvement by notifying and inviting all parents to attend PTA meetings, parent workshops, and other parental events via Phone Messenger, our school website, an email distribution list, Principal-to- Parent monthly letters, and SKEDULA. Written correspondence is in English and Spanish, as well in the other home languages of our ELLs such as Bengali, Urdu and Arabic that may be requested. In SKEDULA information can be sent in the home languageof the student. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual.

- We hold a "Meet the Teacher Night" in September where parents will be able to visit classrooms, meet teachers and become familiar with subject curriculum, SKEDULA (an online resource for parents where they are able to log in and see their child's progress in all subject areas as well as assignments posted by teachers. Attendance and other data is also available.

- There are ongoing ELL orientations where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages.

- Workshop Wednesday provides the parents of our English Language Learners with the opportunity to attend informative workshops about all state assessments, common core state standards, testing accommodations and promotional policies for ELLs. These workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two workshops and each session will be one and a half hours long. Parents will be presented with information on all statewide assessments and testing accommodations for ELLs. Packets of sample tests will be distributed in order to help parents understand the format and types of questions, and how to help their children prepare for these assessments. Parents will be informed of all promotional criteria pertaining to ELL students. Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.

-Our Parent Coordinator who serves as a liaison for our parents is planning the following workshops:

. SKEDULA training (parents can go online and see the following info pertaining to their child: assessment scores, HW assignments and grades, attendance, teacher comments, school and class anouncements, project due dates,etc,)

- Adult ESL/Computer Classes available in the community
- Workshop Wednesdays (SKEDULA information and online training)
- NYS Tests and NYC Performance Assessments (Common Core aligned)
- Healthcare/ Nutrition
- Immigration Services
- Promotional Policies
- High School Fairs
- Internet Safety
- Bullying & Cyber Bullying

2. We partner with several Community Based Organizations (CBOs) and agencies which provide workshops and services to our parents. They are listed as follows:

. YMCA-In addition to supplementing what students have learned in school, they participate in interactive learning models that engage critical thinking skills, get assistance with their homework from trained staff, recreational and sports activities that give students the oppurtunity to socialize with each other, and form long-lasting friendships that enhance their development, growth and self-confidence. The staff-to-student ratio is 1:10

- Zone 126: This organization provides every child from the Astoria and Long Island City Zones ongoing "from cradle to career" academic and social support to ensure these students achieve the post secondary education needed to thrive in a 21st Century world.

. Steinway Clinic – We also have a therapist from the center available weekly to assist students and their families in need.

3. Parents, the Parent Coordinator, administration, guidance counselors, and teachers work collaboratively to determine the issues that need to be addressed during PTA meetings and through workshops.

4. We always strive to provide quality workshops that will meet the diverse needs of our parent population. All parent workshops and meetings revolve around the dissemination of pertinent educational information, mandates, and the well being of the family.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Albert Shanker School of V			School DBN: 30Q126
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Alexander Angueira	Principal		10/18/13
Ms. Laura Parente	Assistant Principal		10/18/13
Ms.R. Henderson	Parent Coordinator		10/18/13
Mrs. M. Megaris	ESL Teacher		10/18/13
Mr. Daniel Coman	Parent		10/18/13
Ms. J. Callaghan - ELA	Teacher/Subject Area		10/18/13
Mr. A. Panagopoulos - S.S.	Teacher/Subject Area		10/18/13
Ms. B. Kolnik	Coach		10/18/13
	Coach		
Mr. F. Murphy	Guidance Counselor		10/18/13
Mr. Daniel Purus	Network Leader		10/18/13
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q126 **School Name: Albert Shanker School**

Cluster: 208 **Network: Children First Network**

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.

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

a. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
b. Student Registration Form – at this time an informal interview helps us determine the language need of the parents
c. Home Language Identification Surveys (HLIS)
d. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
e. Home Language Aggregation Report (RHLA)
f. Parent Orientations
g. Parent/Student Ethnic Identification Surveys
h. Emergency cards- parents' language preference is written on the card
i. PTA meetings

This data is recorded and maintained on ATS, cumulative files, student emergency cards, and parent language surveys.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Bengali, Urdu, and Arabic as the second largest translation groups. The practice we have in place for sharing the findings of our school's written and oral interpretation needs is done through our PTA meetings, SLT meetings, Parent Workshop Wednesday meetings, and our Parent Coordinator.

The Major Home Languages are broken down as follows:

English ---- 226
Spanish---- 196
Bengali ---- 46
Urdu----------18
Arabic -------10
Chinese------5
*All other languages are less than 5

Translation Services
Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 17% (90 parents).

Part B: Strategies and Activities

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

The written translation services our school will provide are primarily for correspondence to parents and include the following:

a. Translated Bill of Rights and Responsibilities
b. Student Registration Form
c. Translated Home Language Identification Surveys
d. Parent/Student Ethnic Identification Surveys
e. Parents' Preferred Language forms
f. ELL Parent Orientation and Regional Conferences
g. Workshop information
h. Title III After school Applications
i. Monthly newsletters and calendars
j. Special forms (lunch forms, blue emergency cards, health)
k. Permission slips/consent forms
l. High School information
m. Promotional Criteria
n. Promotion in Doubt Letters

o. Testing and SES information
p. Legal, disciplinary, and safety matters.

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.

The oral interpretation services our school will provide consist of the following:
a. Parent workshops
b. Parent Teacher Conferences
c. ELL Parent Orientations and Regional Conferences
d. High School information
e. Promotional Criteria
f. Testing and SES information
g. Legal, disciplinary, and safety matters.
h. Phone Messenger
i. PTA Meetings
j. Student attendance meetings

Oral interpretation services specific to our students with special needs are as follows:
a. New Student and Parent Enrollment Interview
b. Initial Counseling Meeting
c. Manifestation Determination Review (MDR)
d. Behavioral Intervention Plan and Functional Behavioral Assessment

School staff will provide oral interpretation services in-house. If necessary, an outside vendor will also be utilized as well as the over-the phone translation services provided by the NYC Dept. of ED

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

In order to fulfill section VII of Chancellor's Regulations A-663 we have posted in our school's lobby, which is the main entrance, the DOE's signs in English and the 8 languages indicating to parents the availability of language services and directing them to the location of these services. In addition, we distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.