

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

DBN: (i.e. 01M001):

30Q145

School Name:

JOSEPH PULITZER INTERMEDIATE SCHOOL 145Q

Principal:

DR. DOLORES BECKHAM

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 30Q145
School Type: Middle School Grades Served: 6 – 8
School Address: 33-34 80th Street, Jackson Heights, NY 11372
Phone Number: 718-457-1242 Fax: 718-335-0601
School Contact Person: Dr. Dolores Beckham Email Address: Dbeckha2@schools.nyc.gov
Principal: Dr. Dolores Beckham
UFT Chapter Leader: Mr. John Gordon
Parents' Association President: Ms. Maria Baguena
SLT Chairperson: Ms. Lisa Klein
Student Representative(s): N/A

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, 5th Floor, Long Island City, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 535 Network Leader: Ms. Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Dolores Beckham	*Principal or Designee	
Mr. John Gordon	*UFT Chapter Leader or Designee	
Ms. Maria Elena Baguena	*PA/PTA President or Designated Co-President	
Ms. Satarra Boyce-Doolittle	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Romy Thevening	Parent	
Ms. Sloane Titus	CSA	
Ms. Magali Garcia	Parent	
Ms. Patricia Leon	Parent	
Mr. Fionnuala O'Doherty	Parent	
Ms. Josefina Velez Tirado	Parent	
Ms. Santa Nunez	Parent	
Ms. Mary Genova	UFT	
Ms. Lisa Klein	UFT	
Ms. Anita Mitra Ms. Marielys Alfau	UFT UFT	
Ms. Jill Handschu	UFT	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

IS145Q has 2069 students, grades 6-8. Of this total, 8% are Asian, 2% Black, 88% Hispanic, and 2% White. Of this total 22% are English Language Learners, and 16% are Students with Special Needs. Our student and teacher attendance rate is 96%, which is a strength of ours based upon a school of our size. The students enjoy attending 145Q, particularly due to the academy concept we offer, providing the students with a better sense of belonging and connectedness to the school. We offer five (5) themed academies: Math & Business, Science and Technology, Journalism and Media Arts, Law & Humanities and the International Academy. Each academy has a stable leadership team comprised of an assistant principal, dean and guidance counselor dedicated to serving the needs of the students within the respective academy. Although each academy offers the state-mandated courses, our International Academy is unique in that it offers the distinguished Dual Language program, a bilingual program, SIFE and ESL program to meet the needs of these students in our diverse community of Jackson Heights, New York.

We face many challenges due to our school size and diverse population, including the fact that we are a Title I school, with 84% of our students designated for free lunch. We have not only organized our large school into smaller, more manageable academies, but also structured an early and late session program to promote school safety at arrival and dismissal. This has impacted our PD program as our teachers have different reporting times. As a result we need to stagger our academy and departmental meetings. Despite this, we have developed a plan and implemented systems (teacher collaboration via PLC, inter-visitation protocols, TIF/PIC personnel, teacher mentors), to ensure that we meet City-wide Instructional Expectations. These implementations and plans amongst others have led our school to achieve a level of proficiency in our School Quality Review Rating. In addition, we met targets in Student Progress, Student Achievement, School Environment and Closing the Achievement Gap. For the first time in five years, we met AYP in ELA and Mathematics within all subgroups.

I.S. 145 has 514 ELLs of which 239 (46%) are considered Long-Term ELLs. They are allocated as follows: (46% in the 6th grade; 34% in the 7th grade; and 20% in the 8th grade). This data shows how the intervention provided by our team consistently reduces the amount of long term ELLs as they move from one grade to another, from 6 through 8th grade. This subgroup represents 46% of the whole ESL population at our school. 83% of these students scored level 1 in ELA and 70% scored level 1 in Math.

44% of the Long Term ELLs have IEPs and are placed either in Self-Contained or ICT settings. These students receive push-in ESL services by a licensed ESL teacher. 90% of these students with IEPs scored level 1 on the ELA, 77 % scored 1 in Math and their NYSESLAT scores range from Beginner to Advanced Levels. They are currently benefitting from the school literacy focus in all content areas. In addition, all ELA, ESL and Math teachers meet weekly to address the instructional challenges this population faces.

In streamlining the different sources of formative and summative assessments (State exams, MOSL scores, Subject area Core Tests, Student portfolios, MYON Reading Program), Long-Term ELLs underperformed in comparison to our school's non-ELLs as follows: In the area of Mathematics, they showed deficiencies in: (a) multi-steps word problem equations; (b) Short and extended responses in Geometry and Algebra.

As evidenced by our progress in reducing the number of long-term ELLs each year, our students are improving their skills and proficiency levels displaying the academic and personal behaviors needed to sustain educational and personal growth: persistence, engagement, work habits/ organizational skills, communication/collaboration skills and self-regulation:

- Students set personal goals: weekly, monthly and annual, thereby showing persistence and self-efficacy.

- We help ensure that students have opportunities for social-emotional connections within the school throughout the year. This occurs through the academy model, clubs, after-school programs, Saturday Academy, trips, community service and our Student G.O., etc.
- Within our academic disciplines and support services, teachers seek to develop organizational skills and infuse good work habits within our students.
- Our school strives to foster confidence, a sense of self-worth and the ability to problem solve and self-regulate within our students. Peer mediation, student government, academy ambassadors, GO Reps, class/group monitors are all examples of students being leaders and autonomous in ensuring they have a means of self-regulating and collaboratively working challenges out with their peers.

Our academic program meets the academic needs of our middle school, grades 6-8. We provide the mandated curriculum in addition to advanced courses where students can earn high school credit at the middle school level. These Regents courses include Integrated Algebra and Living Environment, both offered at the 8th grade level. These students take the 8th grade state exam in addition to the Regents exam for high school credit demonstrating proficiency at the 8th grade level and beyond. We also provide the Proficiency exam in Spanish to our 8th graders so that they too can fulfill this academic requirement while still at the middle school. In this way we are doing what we can at the middle school level to ensure college and career readiness from this phase of their lives.

In response to our diverse community and student population, and its unique size we have endeavored to form partnerships with many organizations to further provide support and stimulation for intellectual, emotional and social growth:

Project Gear Up
 Elmcors
 Sonyc/Goodwill Industries
 St. John's University
 Project Boost
 Model UN
 Urban Advantage
 Learning Leaders
 Parents as Partners
 Museum of Moving Image
 NYPD
 Parent Art Class
 Elmhurst Medical/Mental Health clinics
 Senator Jose Peralta
 Council Member Julissa Ferreras
 Council Member Daniel Dromm
 Adult Education Learning Center
 Peruvian Arts Program/Pachu Mama Arts
 La Viña Community Church
 -Children's Soccer Community Program
 -Adult Volleyball Community organization
 Teen Thursday Louis Armstrong Museum
 School Safety
 CHAMPS
 UFT
 New Beginning Church (Thanksgiving Baskets)
 Catholic Charities

As evidenced above, the mission of 145Q is to continually strive to meet the academic, social and emotional needs of all of our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based upon the fact that we have 17% at levels 3-4 in ELA and 25% in Math, in conjunction with our large proportion of ELLS and Former ELLS within our school, the IS145Q faculty and staff has determined that our attention must be based upon strengthening the skills within the four modalities: Speaking, Listening, Reading & Writing. Therefore our instructional focus is to infuse and evaluate literacy and fluency across all content areas, focusing on questioning and discussion techniques.

Part 2 – Annual Goal

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

1) By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the NYS ELA and MATH assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement the research-based, Common-Core aligned, instructional programs purchased for ELA and Math: Expeditionary Learning and CMP3 respectively.	All Teachers	Weekly, September 2014-June 2015	Principal, assistant principals, Educational Consultant Dixon, coaches, TIFS, Lead teachers/coaches, demo teachers
Special Ed AP and liaison will work closely with the Special Ed department, by grade level, to ensure teacher moderation and curriculum alignment is implemented. In addition, our school-wide instructional focus is to promote and evaluate literacy and	All Teachers	September 2014-June 2015	Principal, Special ED AP and liaison, SWD teachers, classroom teachers

fluency based instruction across all content areas.			
Increase Parental Involvement and Engagement as evidenced by an increase in parent/teacher meetings/ communication via Parent Outreach time, Pupil Path usage, Workshops, School Messenger, ESL courses for parents, GEAR-UP Partnership with St. John's University, Full-time parent coordinator	All Teachers	September 2014-June 2015	Principal, Assistant Principals, Full-time Parent Coordinator, all teachers
DATA Results are transparent, shared and discussed with all stakeholders (teachers, parents, students). Instructional decisions are made in consultation with the PD committee, instructional team members and teachers via surveys and differentiated PD sessions provided on a weekly basis.	All Teachers	September 2014-June 2015	Principal, Assistant Principals, Full-time Parent Coordinator, all teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master Schedule – Programming to allow teachers to meet by department, academy or whole staff Teachers have the ability to work with colleagues within their PLC or tutor students during their professional period Funding for Vendor for Generation Ready to provide training, Funding for teacher coach, funding for teachers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
none									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Review of TANS three times a year to monitor faculty progress towards meeting these goals Teacher Improvement Plan developed and put in place for teachers rated as developing Teacher Mentoring in place for all new teachers to help them create midterm and final exams to measure student progress Danielson Framework feedback provided to teachers for growth and development in formative and summative assessments				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based upon the School Environment Survey, 50% of our students stated that most students at our school treat each other with respect, when the district and the city both outperform us. Despite this rating, parents of students at our school stated, at a 96% rate, that they are satisfied with the education that their child has received at 145Q.

Part 2 – Annual Goal

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

2) By June 2015, we will refine our existing PBIS program to ensure that our students treat each other and all adults with respect based on our student survey report, from a positive perspective as measured by a decrease in student occurrence reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
To improve student behavior/discipline and overall respect for all by infusing a system of positive expectations for all student.	All students	Sept. 2014- Jun. 2015	All teachers/staff in the school building including school safety, custodial and nursing staff.
To expand on our student incentive program and the use of Beckham bucks.	All students.	Sept. 2014- Jun. 2015	All teachers/staff in the school building including school safety, custodial and nursing staff.
To develop a teacher incentive program to reward teachers who promote positive behavior.	All staff.	Sept. 2014- Jun. 2015	Administrative Personnel.

Part 4 – Resources Needed

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

Beckham bucks;
 Teachers to review/implement lesson plans on positive behavior (Deans, Health teachers);
 Student surveys and student input as per the student government (GO).

Part 5 – Budget and Resource Alignment

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

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

Donors choose.

Part 6 – Progress Monitoring

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

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

OORS Reports – Daily infractions by location;
 Teacher observations and daily walk-throughs,
 Student section sheets, progress reports and SKEDULA to monitor improved student-to-student behavior.
 Students report of increased feelings of safety on the 2014/2015 student survey

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based upon informal assessments and interviews, teachers stated that they would like further input in the creation of, delivery of and implementation of professional development topics. As a result we will create a menu of topics selected by teachers to have professional development delivered upon which will be provided by both teachers and administrators. In addition, we have examined our Advance results from our observations in 2013-2014 and concluded that teachers needed additional support on 3B from the Danielson Framework.

Part 2 – Annual Goal

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

3) By June 2015, 100 % of our teachers will implement instructional practices and strategies to promote and evaluate literacy and fluency within all content areas to increase questioning and discussion in our classrooms as measured by teacher observations based on the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers were surveyed as to what professional development they felt they needed based on their personal needs reflected in the Danielson Measures of Teacher Performance 2013 – 2014, and the Data from measures of student learning (MOSL).	All Teachers	September 2014 & June 2015	Administrative Team, Instructional Team Members, DATA Committee,
Teachers use a variety of Data Sources to inform lesson planning and delivery. Due to our high percentage of ELL’s, former ELL’s and SWD populations, a linguistic objective must be incorporated in every lesson plan and infused in all classroom deliveries. Teachers are assessing all students via the school-wide grading policy that encompasses the four modalities of reading, speaking, writing and listening. All teachers follow the common core learning standards as well as the citywide instructional expectations to ensure that students	All Teachers	September 2014 to June 2015	Principal, AP’s, PICs and Demo Teachers, Ed Consultant,

are college and career ready. Teachers look at student work, provide effective feedback, looking at students' current thinking and surfacing the gap activities.			
Instruction to be delivered by: Peer to peer instruction, PI C's, Coaches, Administration, lead teachers, mentors, united federation of teachers coach, external consultants via: Gear Up scholars, Elmcors, SAPIS, School Assessment Team, Special Education Liaison, SONYC, and St. John's University. Parent Involvement: Is on Tuesday afternoon in which teachers set aside time to interface with parents via: personal meetings, six open houses, Wednesday strengthening families, PTA monthly meetings, parent coordinator workshops, school leadership meetings, Pupil Path, 5 dedicated guidance counselors and deans. All Assistant Principals maintain an open door policy to address any concerns parents may have. The Principal participates in all parent meetings (HS night, MSI, Career Day, SLT, PTA) etc.			

Part 4 – Resources Needed

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

One Principal, 5 academies each containing an Assistant Principal, a Dean and Guidance Counselor. Specialized programming to facilitate teacher collaboration and sharing of best practices. Teaching professionals licensed in their respective disciplines. Professional learning menu in collaboration with the teachers and Administration to best service the teachers' needs.

Part 5 – Budget and Resource Alignment

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

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

none

Part 6 – Progress Monitoring

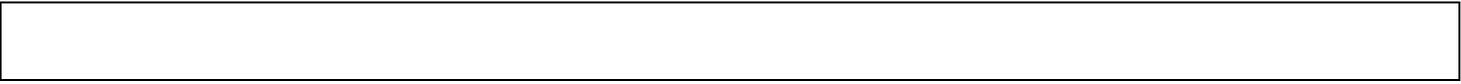
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Teacher observations, attendance, minutes and feedback from professional learning. Supervisory observations and feedback. Checklist of Professional learning aligned to citywide expectations tailored to our school as well as teacher needs as evidenced by our various professional surveys. In February (mid -year) and at the end of the year (June), we will obtain feedback from staff regarding the success of our programs and generate next steps.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based upon the results of the new implemented Advance System, the results of the 2013-2014 teacher summative reports, and the new collaborative professional development model, there is a need to keep track of targeted progress of student and teacher collaboration and support in order to improve student achievement.

Part 2 – Annual Goal

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

4) By June 2015, School Leaders will have a functioning system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities and hold teachers and administrators accountable for student progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teachers received a White Binder (Handbook for all rituals and routines at I. S. 145), as well as Department of Education Policies and practices. Teachers received an overview of School Goals and Citywide Instructional Expectations. Summative Data (State and City) was shared with all faculty during the first professional development meeting for the year via the	Teachers, Administrators, All staff	Aug 2014 to June 2015	School administration, coaches, teachers

<p>Data Specialist.</p> <p>Each Staff member received their respective data for their students by subject (Math, ELA, and NYSESLAT, and all summative results for exams taken in the Spring.</p> <p>Leaders review TANS (Teacher Assessment Notebook), Student Portfolios, notebooks, SAN entries and monthly survey sheets.</p> <p>Leaders review student report cards, SKEDULA, and assignments given.</p> <p>Supervisors monitor the ADVANCE system which enables us to see how many observations have been completed, which components have been assessed and the component rating average for the school.</p> <p>Professional Development sessions are differentiated based on the initial teacher needs survey in consultation with the UFT Professional Development Committee aligned with the Citywide Instructional Expectations.</p> <p>Teachers are evaluated by their subject Assistant Principal who as a follow-up, prepares professional development and feedback on an as-needed basis.</p>			
<p>Parent Involvement:</p> <p>At I.S. 145, we provide outreach by phone or in person to all parents to meet with teachers. In addition, parents can set up their own account on Pupil Path in order to monitor student grades, assignments, and projects.</p> <p>We have monthly PTA meetings, School Leadership Meetings, Parental Workshops and Trips which help parents learn how to help students' progress.</p>	Teachers, Parents	Sept 2014 to June 2015	Teachers, Administrators, PTA and Parent Coordinator

Part 4 – Resources Needed

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

- White Binder – prepared by the administrative staff.
- Copies of the Danielson Workshop Framework as well as Citywide Instructional Expectations distributed to teachers, both linked to the Professional Learning activities provided to the staff.
- We will monitor staff using the ADVANCE system.
- Teacher improvement plan given to teachers who received Ineffective or Developing.
- A Talent Coach provided by the Superintendent.
- UFT Center Coach
- Articles, videos and professional books, provided for learning

- Professional Learning in the following form: City, State, National, International via Fulbright.

Part 5 – Budget and Resource Alignment

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

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

none

Part 6 – Progress Monitoring

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

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

-Advance System Reports

- TAN Feedback

- Chart of Teacher Evaluations

- Monitoring of Portfolios, notebooks, and student surveys

- Monitoring of strategies learned during the Professional Development sessions via feedback forms.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based upon the student, staff and parent satisfaction survey report, it shows that although 96% of the parents are satisfied with their child’s education, 75% of the students do not feel safe in the hallways, bathrooms, locker rooms and cafeteria. Only 50% of the students feel that students at this school treat each other with respect. Therefore, we will continue to implement or align resources from the community to help all stake holders with academic, social and emotional support.

Part 2 – Annual Goal

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

5) By June 2015, the entire I.S. 145 school community will continue to provide professional development and support of services in the areas of academic, social and emotional development to help support student success and family growth as measured by results of student survey’s.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Provide Professional workshops to parents and stakeholders PTA and Parent Coordinator provided all parents with a Survey, based on the parent’s needs and concerns we have created a menu of workshops for the parents	All parents and students	Sept 2014 to June 2015	Administration, Parent Coordinator, PTA, SLT, CBOs and SBO, and teachers
Open door policy for all parents as part of our school community.	All parents and students.	Sept 2014 to June 2015	Administration, Parent Coordinator, PTA, SLT, CBOs and SBO,

			and teachers, school safety.
Partnerships with the following CBO's: Project Gear Up Elmcor Sonyc/Goodwill Industries St. John's University Project Boost Model UN Urban Advantage Learning Leaders Parents as Partners Museum of Moving Image NYPD Parent Art Class Elmhurst Medical/Mental Health clinics Senator Jose Peralta Council Member Julissa Ferreras Council Member Daniel Dromm Adult Education Learning Center Peruvian Arts Program/Pachu Mama Arts La Viña Community Church -Children's Soccer Community Program -Adult Volleyball Community organization Teen Thursday Louis Armstrong School Safety CHAMPS UFT New Beginning Church (Thanksgiving Baskets) Catholic Charities	All parents and students	Sept 2014 to June 2015	Administration, Parent Coordinator, PTA, SLT, CBOs and SBO, and teachers
Academics: five learning academies, Goodwill Industries/SONYC Homework help, St John's Gear-Up, Model UN, Teen Thursday, Urban Advantage, CHAMPS, Urban Advantage, Saturday CRAM, Accelerated Math/Science program. ESL classes for parents. MYON Reading Program, SKEDULA/PUPIL PATH, Media Center and Library Parent Workshops, Special Education Parent Workshop, Getting Ready for College-Starts Now!, High School Preparation, Meet the Teacher Night Open Houses, Parent Breakfast, Parent Teacher Conferences, School website, Social & Community Service: Goodwill Industries/SONYC clubs (chess, cheerleaders, Improv, dance, sports, music, film, architecture, robotics); Project Boost, Model UN, Urban Advantage Family Trips, Museum of Moving Image, Peruvian Arts program – Dance, Folk Music, La Viña Church-Parent workshops, arts and crafts, music, dance; parent Art classes, NYPD-self-defense, DJ classes, active student government, spirit days, school dances, UFT parent workshops, band and chorus, St .John's GEAR-UP – My brother's keeper program Parenting skills, nutrition, bullying and cyber bullying and financial workshops for parents	All parents and students	Sept 2014 to June 2015	Administration, Parent Coordinator, PTA, SLT, CBOs and SBO, and teachers

<p>Emotional: Elmhurst Medical and Mental Health Clinics providing Physical Exams, Vaccinations and blood work for students, Mental Health provides Social Workers assisting students/parents/families, Psychiatric services . Elmcor-Strengthening Family Workshop series, Catholic Charities-Therapy for families School psychologists, social worker, guidance counselors, family worker assist with parental needs</p>			
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Part 4 – Resources Needed

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

A Dedicated Full Time Parent Coordinator
An Active Parent/Teacher Association
An active School Leadership Team
Cooperation with administration and I.S. 145 Staff
Partnerships with the following organizations/ CBOs:
Project Gear Up
Elmcor
Sonyc/Goodwill Industries
St. John’s University
Project Boost
Model UN
Urban Advantage
Learning Leaders
Parents as Partners
Museum of Moving Image
NYPD
Parent Art Class
Elmhurst Medical/Mental Health clinics
Senator Jose Peralta
Council Member Julissa Ferreras
Council Member Daniel Dromm
Adult Education Learning Center
Peruvian Arts Program/Pachu Mama Arts
La Viña Community Church
-Children’s Soccer Community Program
-Adult Volleyball Community organization
Teen Thursday Louis Armstrong
School Safety
CHAMPS
UFT
New Beginning Church (Thanksgiving Baskets)
Catholic Charities
Media Center and Library Parent Workshop

Part 5 – Budget and Resource Alignment

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

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

None

Part 6 – Progress Monitoring

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

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

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

Parents' progress will be monitored through attendance sheets, agendas and workshop evaluations and feedback.

Midway in the Spring we will monitor the progress of the workshops by parental survey feedback.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Levels 1 & 2, grades 6-8;	ELA AIS is offered to many students as part of their built-in schedule, to supplement the 8 periods they already receive. An emphasis is placed upon literacy and fluency and developing the four modalities of reading, writing, listening and speaking. We have instituted the MYON reading program building wide and look to build upon its usage to enhance literacy despite being recognized as the top middle school user of it.	Whole Class additional period above the scheduled eight periods of ELA instruction all students receive. Some classes use online ELA tutorial/enrichment programs to enhance their skills. Smaller groups meet before/after school, Saturdays, during vacation sessions leading up to state test.	During the school day, before and after school, Saturday program, over vacation periods, summer enrichment program specifically designed to promote literacy for beginner ELL's
Mathematics	Levels 1 & 2, grades 6-8	Math AIS is built into many students' programs as an additional period of support. Students also partake in a Saturday Academy and classes over two vacation periods leading up to the state exams.	Whole class additional period above the scheduled 8 periods of math instruction already built into their program. Some of the classes use an online math tutorial program. Smaller groups meet before or after school, Saturdays and over vacation time.	Services are provided during the school day, before and after school, Saturdays and over vacation time.
Science	All 8 th grade students; some 6-7 th grade classes. 8 th grade	Additional whole class and smaller group instruction	Whole class, small group, one-to-one all offered.	A science cram session lasting approximately 5

	students are required to conduct an investigative science report and product supplementing instruction			weeks is offered on Saturdays
Social Studies	Some 8 th grade classes; All 8 th grade classes are also required to conduct a research/ investigative report and product.	Some classes use an online social studies tutorial/ enrichment program to enhance their social studies knowledge.	Whole class additional period of social studies for some classes above the scheduled 5 periods within program.	AIS support programs are offered as a built in period in the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Students, Students-at-Risk	Counseling (small group or individual as mandated, PBIS, Conflict Resolution, Peer Mediation, Responsive Classroom		During the school day. Sometimes after school in the event of a crisis.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Retention and Support

At 145Q we utilize a variety of methods to ensure we recruit and hire the best possible candidates to staff our school. We canvas not only the city pool, attend hiring fairs, review applicants' referrals and resumes but also solicit candidates from the suburbs and local colleges.

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements. We also are fortunate to be a part of the TIF Program, Teacher Incentive Fund, whereby we have identified teachers who have been selected to be teacher leaders and demo teachers. They receive training, conduct professional development, provide mentoring and maintain an open classroom for all to interclass visit to see best practices in action.

We believe individualized professional development plans are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2013) will be used as a professional course of study. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Teachers are expected to complete an inter-visitation form each time they complete a visit and reflect upon practices observed they feel they can now implement within their own classrooms. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we will continue to fund our UFT Teacher Center so that teachers have professional development opportunities and a space for collaboration We encourage celebrations of success and sharing.

2b. High Quality and Ongoing Professional Development

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

A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor’s Professional Learning Handbook

- Continually train and provide support, within the context of the Danielson Framework, to teachers to familiarize them with criteria for exemplary teaching components
- Utilize an effective teacher model rubric (Danielson) to provide feedback to teachers
- Provide feedback to teachers in short and frequent observation cycles for continuous improvement
- Support new teachers in the tenure process
- Utilize the Network supports

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At 145Q, Joseph Pulitzer, a MOSL Committee was formed to review whether or not we would utilize the MOSL assessment, which assessment measures would be most beneficial for our teachers and students, and how we could best utilize the assessments and the scores to inform instruction. The Committee comprised of both teachers and administrators, including the principal, ultimately did decide to utilize the MOSL assessments across the four major subjects in each grade, ELA, MATH, SOCIAL STUDIES and SCIENCE. Teachers received professional development to norm the rubric, arranged for scoring partners and scored the exams. Their findings, gauging student strengths and weaknesses were shared horizontally and vertically and a plan of action to address these skills was implemented by department. Professional Development will be conducted to ensure the identified deficient/ weak skill sets will be

addressed.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,147,178	X	8, 10, 12, 15
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$58,876	X	8, 10, 12, 15
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$10,856,686	X	8, 10, 12, 15

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 the school. **[IS145Q, Joseph Pulitzer]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[IS145Q, Joseph Pulitzer]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[IS145Q, Joseph Pulitzer], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 30	Borough Queens	School Number 145
School Name Joseph Pulitzer		

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

Principal Dolores Beckham	Assistant Principal Ivan Rodriguez
Coach Kelly McNulty	Coach David Reinoso
ESL Teacher Jorge Smith	Guidance Counselor Carmen Persichitti
Teacher/Subject Area Samantha Chung	Parent Marisa Bassi
Teacher/Subject Area Dayanara Martinez	Parent Coordinator Geri Fils-Aime
Related Service Provider Darlida Ospina	Other Johnny Vasquez
Network Leader(Only if working with the LAP team) type here	Other Jose Mateo

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.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2083	Total number of ELLs	493	ELLs as share of total student population (%)	23.67%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	2					4
Dual Language <small>(50%:50%)</small>							2	2	2					6
Freestanding ESL														
self-contained							7	4	2					13
Push-In							2	2	1					5
Total	0	0	0	0	0	0	12	9	7	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	493	Newcomers (ELLs receiving service 0-3 years)	250	ELL Students with Disabilities	126
SIFE	21	ELLs receiving service 4-6 years	135	Long-Term (completed 6+ years)	108

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	123	21	0	2						125
Dual Language	5			4			1			10
ESL	122		12	129		45	107		69	358

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	250	21	12	135	0	45	108	0	69	493
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	22	60					101
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	19	22	60	0	0	0	0	101

*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												
Spanish													4	56					4	56
SELECT ONE															4	54			4	54
SELECT ONE																	1	63	1	63
TOTAL	0	4	56	4	54	1	63	9	173											

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 164

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 2

Hispanic/Latino: 170

Native American: 0

White (Non-Hispanic/Latino):

Other: 1

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							201	144	106					451
Chinese							1	1	1					3
Russian														0
Bengali							4	9	2					15
Urdu							2	1	1					4
Arabic							1	0	2					3
Haitian														0
French							0	1	0					1
Korean							0	0	1					1
Punjabi							0	0	1					1
Polish							0	1	0					1
Albanian							0	0	1					1
Other							2	6	4					12
TOTAL	0	0	0	0	0	0	211	163	119	0	0	0	0	493

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)							30	45	41					116
Intermediate(I)							23	31	31					85
Advanced (A)							126	72	58					256
Total	0	0	0	0	0	0	179	148	130	0	0	0	0	457

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	32	39	14		85
7	82	24	0	1	107
8	86	15	0	0	101
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	98	44	35	11	9	3	0	0	200
7	36	52	18	17	4	1	1	3	132
8	47	53	10	13	1	2	0	0	126
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	10	17	29	47	55	36	5	199

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra		4		4
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		70		70
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	13	23	63	3	18	28	108
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
DRA scores indicate that the literacy skills of ELLs are: Beginners score between levels A-F, Intermediate ELL's from Level G-Q, and advanced ELL's from level Q-X. The majority of LONG-TERM ELL's at the Y level. Teachers use the DRA to assess the early literacy skills for ELLs. The data shows the challenge the students have when responding to literal questions and being able to infer and go beyond

the text. It also shows how beginner ELLs are transitioning sound systems from their native language, especially Spanish speakers, into the English Language. Teachers will determine which component (decoding, fluency or reading comprehension) they will use to plan and differentiate their instruction accordingly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The vast majority of the new admits from Spanish speaking countries were tested, but unable to answer any parts of the test. However, they performed above 70 percentile in the Spanish Lab-R. For ELLs that took the NYSESLAT for the first time, they scored at a higher proficiency level in speaking. The pattern shows, as they subsequently take the NYSESLAT, that the writing is more challenging when it comes to acquiring proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The state did not release the Spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The overwhelming majority (98%) of the students in the Dual Language Program have become proficient in the NYSESLAT in all grades. The students in the Free standing ESL Program have shown difficulties within the writing component of the NYSESLAT as well as in the City-wide baseline performance assessment. Students in the Transitional Bilingual Programs scored higher in the speaking portion of the NYSESLAT in all grades. Students in the TBE showed higher literacy levels based on the ELE (Examen de Lectura en Español). They also met promotion criteria in the Math State Exam. The outcome of the Periodic Assessments is used to streamline data profile by student to plan and deliver instruction. The data is also used by the Professional Learning Community team to set SMART goals. The school staff has learned that literacy must be infused in all content areas. This is evident in every teacher's lesson plan containing both a specific content and linguistic objective.
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:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers meet on a weekly basis to moderate student work, set goals, plan intervisitation observations to identify best practices. In addition, teachers use rubrics and design tasks to integrate ELA and ESL performance standards according to each program and student levels. Teachers keep a folder and portfolio to showcase student's formative and summative performance growth. Teachers keep individual profile sheets per student to set goals and establish a communication system with the parents and colleagues .
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?IS 145 is the only Middle School in D30 that has a 50-50 Dual Language Program. The students come to us biliterate, bicultural and bilingual. Our job is to sustain the Program. 98% of DL students have tested out of ESL.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have a large population of Special Education ELLs. Therefore, we have fallen short of making AYP in both ELA and Math. However, the AMAQ2 Status shows that ELLs meet target benchmarks in achieving proficiency.

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](#).)

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary (Ana Donaso), guidance counselor (Carmen Persichitti), Testing Coordinator (Smith Jorge), parent-coordinator (Geri Fils-Aime) and Assistant Principal (Ivan Rodriguez) are highly trained to assist parents in the enrollment process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Language is other than English, the Lab-R is administered within the first 10 day time period by a licensed ESL teacher- Mr. Smith Jorge. For Spanish speaking students, the Spanish LAB-R is also administered. If the student scores below proficiency in the English LAB-R, he/she is considered an ELL. In addition, during the admission process, the parent is also informed of the three educational programs we offer to ELLs (TBE, Dual Language or Free-Standing ESL). The Parent then opts for one of the three; it is the parent's choice. The NYSESLAT is administered annually to determine student proficiency (ie., beginner, intermediate or advanced level). If the student falls into any of these levels, the student remains an ELL and the services continue to be provided. Once ELLs take the NYSESLAT, they are placed accordingly based upon their performance.

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.

The DOE video about ESL programs explains to parents, in their native language, the different choices they have. Parents select their choice from Transitional Bilingual Program Spanish, Freestanding ESL or Dual Language Spanish Programs; the entitlement letter is provided to them to complete it since the school offers all possible choices. Letters stating the parents' preference is kept in a school file. Mr. Ivan Rodriguez, assistant principal, personally explains these choices to the parents and records their selection which is placed in the ELPC screen in ATS.

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 [\[see tool kit\]](#).)

All parents of ELLs receive the Continued Entitlement letter through their child. They are informed of the different choices they are entitled to and make a selection. The entitlement letter is provided to them to make a selection since the school offers all three possible choices. Letters stating the parents' preference is returned to Mr. Rodriguez who keep them in a school file for future reference. Those who do not return the letter are called as a courtesy reminder to avoid the default program.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The school honors the parent's choice since we offer all three Programs. However, we have noticed an increase in the Bengali population. We currently have 15 Bengali students, but they are spread out in three different grades. Bilingual staff members from different language groups also contribute in providing information to parents from different language backgrounds.

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.

The speaking modality is administered individually by a licensed ESL teacher. A rubric is used to determined their scores. The listening, reading and writing modalities are administered according to their grade in a group setting. The ELLs with special needs (IEP) are tested based on their IEP criteria. The scoring of the writing modality is done at the school level by three ESL teachers using the writing rubric provided. They must reach consensus with the scores to ensure accuracy. Teachers are not allowed to score their own students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

The trend in program selection over the years shows that parents are more interested in placing their children in either our Dual Language or Free-Standing ESL program. All programs offered are aligned with parent requests. Based on the Parents' Choice Letters and the Home Language Survey forms, IS 145Q currently has five (5) Free-Standing ESL classes, four (4) TBE classes and six (6) Dual Language Classes. There are 4 Self-Contained ESL Special Education Classes. There are also Push-in services in monolingual setting classrooms. In Parent Orientation meetings, the three programs that are offered by the city are thoroughly explained. If parents choose to change the student's original placement, an explanation is provided once again in the parent's native language if needed. Documentation (Entitlement or Continuation Letter) is kept for the record. Once the parent makes a decision, the letter indicating their selection is kept in a school file.

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])?

IS 145 has the following organizational models to service the ELL population:

 - A) Free-Standing ESL homogeneous grouping based upon proficiency level. Students travel as a block to the different content area teachers. All content areas are departmentalized.
 - B) The ESL teachers deliver 360 minutes of ESL instruction a week to all beginner and intermediate ELLs and 180 minutes to advanced ELLs.
 - C) Newly arrived ELLs in bilingual classes receive 60% of their instruction in Spanish, including 180 minutes of Native Language Arts a week. English periods increase accordingly as they become more proficient in the English Language.
 - D) Dual Language classes follow a 50-50 model including four (4) periods of NLA and one (1) subject (Science or Social studies), for a total of five (5) periods completely taught in Spanish.
 - E) Students in Freestanding ESL receive 100% of the instruction in English. Advanced students in the mainstream setting receive push-in services by licensed ESL teachers based on their NYSESLAT scores.
 - D) The delivery of instruction for ELLs in all content areas is based upon the Workshop Model, which emphasizes cooperative and inquiry-based learning. The use of Q-TEL and CALLA Methodologies, balanced-literacy instruction and student-centered tasks are some of the strategies used to help ELLs improve their linguistic and academic abilities. ELLs are expected to perform to the same standards as Non-ELLs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teachers deliver 360 minutes of ESL instruction a week to all beginners and intermediate ELLs. 180 minutes is provided to advanced ELLs. The students in TBE receive 180 minutes of Native Language Arts Instruction. Dual Language follows a 50-50 model.
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.

ELLs in Free-standing Programs receive all instruction in English. TBE students follow the 60-40 (Spanish to English) model per CR Part 154. They also receive instruction in Native Language Arts Spanish five periods a week. Students in Dual Language Programs receive instruction in English and Spanish, alternating from day to day, in Science, Social Studies and Mathematics. DL students follow a 50-50 (English/ Spanish) model. They also receive four periods a week of Native Language Arts in Spanish. Content area teachers are well-informed and trained to use the CCLS to plan, deliver, provide interventions and assess to ensure that all ELLs are receiving rigorous instruction per the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We administer the Spanish LAB-R, School based DRA, ELE and teacher made writing baseline assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers continually assess them in the four modalities. Teachers keep a matrix to assess speaking skills in terms of specific tasks to determine pronunciation, intonation, fluency, etc. Teachers assess listening skills through read alouds, and recorded dialogue. Students are asked to read at least 25 books based on their reading DRA levels, to submit written reports, and complete CCLS tasks based upon unit themes. Teachers use the baseline writing assessments to provide required interventions. Teachers combine different modalities to provide a holistic grade to the student via multiple choice, open-ended questions, choice boards, essay writing prompts, DBQ etc.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

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

(A) SIFE are part of our After School Program. In addition, a cohort of teachers volunteer to give up their professional periods to provide basic literacy interventions every day for 45 minutes. Subject teachers tailor their lessons to meet the basic needs of this population following a literacy approach. DRA results are used as a baseline assessment.

(B) Ongoing orientation is offered to parents to navigate the DOE system. Students join different after school programs to receive support by licensed content area teachers. Books are purchased to meet their reading interest levels. They also participate in a Summer School Enrichment Program. A cultural component of Title III allows them to go on trips to acclimate themselves to the new culture.

(C) Teachers use an interdisciplinary portfolio system to moderate student work and set benchmarks to achieve CCLS goals. ELA teachers use strategies such as literature circles, survey their interest in writing and promote more accountable talk.

(D) Push-in ESL and subject teachers co-plan to continuously reinforce the reading and writing skills that these population needs to master in order to show proficiency in the NYSESLAT. Monthly orientations are provided by the Guidance Councillor and Academy Directors to create awareness about their challenges. Teachers are encouraged to highly infuse literacy protocols such as citing evidence from non-fiction text to promote Accountable Talk and increase their self-esteem.

(E) An orientation is provided to parents. In addition, these students receive time and a half on all standardized exams.

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?

Teachers are aware of their multiple learning styles via their IEPs, multiple intelligence surveys and baseline assessments. Teachers set goals for the four modalities: reading, writing, listening & speaking. Teachers download video clips, use audio CDs, promote the use of different tiered vocabulary words, include graphic organizers to organize their writing process, use manipulatives for hands-on instruction, and promote academic language through debates. These materials will accelerate English Language Acquisition via their learning styles as an age and grade appropriate level.

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?

Instruction and curriculum is highly differentiated as evident in teacher planning, curriculum guides and classroom leveled libraries. We have started the flexible scheduling with 8th grades for ELA and Math for the first time this year.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English

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

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

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

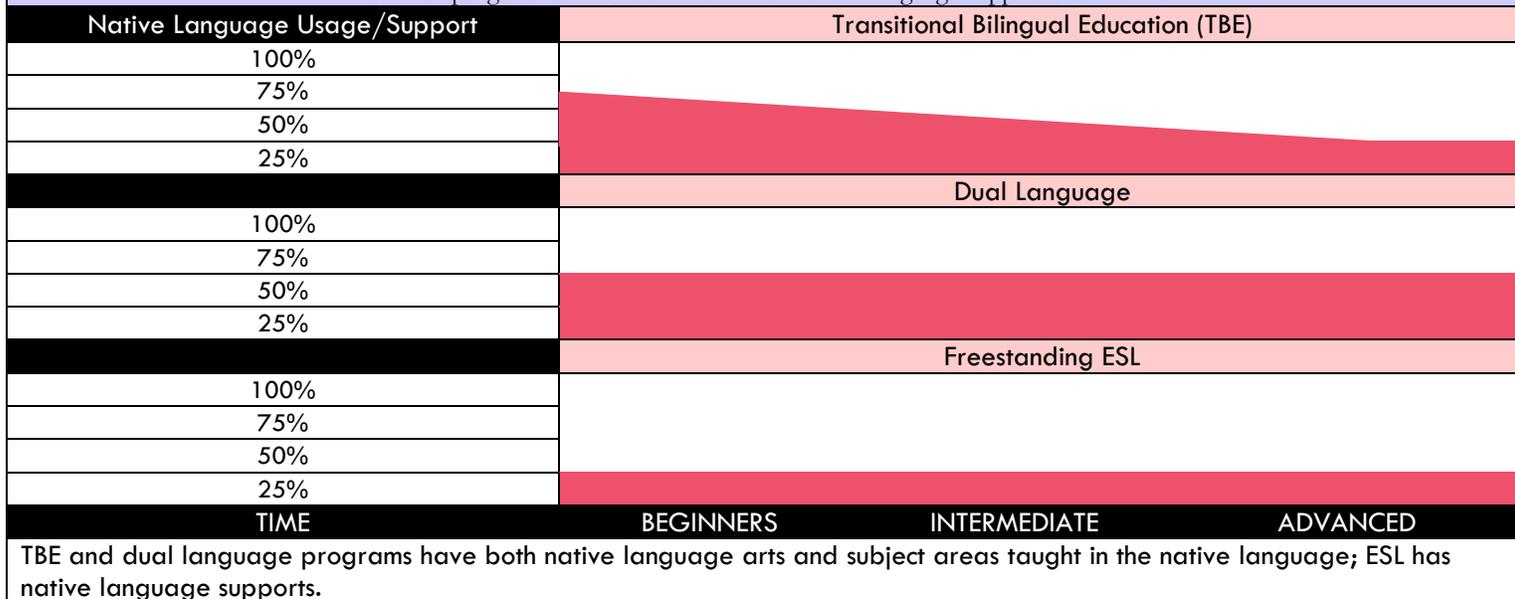
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

ELLs receive instructional support by push-in ESL teachers, especially in ELA. In addition, all our content area teachers are highly trained in using ESL methodologies to promote language development and content acquisition, emphasizing Tier III vocabulary words. Teachers also use a large array of scaffolding techniques and multiple entry points to differentiate instruction to better cater to the individual needs of our students. ELLs also benefit from after school programs, tutoring provided during the Homeroom period, and computer-based literacy programs, which students can access from home.

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

Our current programs are highly effective in infusing language across all content areas. All subject teachers work under the premise that language development is the vehicle to promote content acquisition. In addition, content area teachers are trained in using ESL methodologies to more effectively and efficiently service our vast ELL population. The success of our program is evident in the progress our students make as noted in our NYSESLAT, Math, Science and ELA value added scores.

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

Teachers will upgrade their grading policy to align it to the NYSITELL.

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

None. All mandated programs will continue to be offered to students, parents and teachers.

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

All ELLs are invited and encouraged to benefit from all curricula and extracurricular activities. (clubs, tutoring, basketball team, trips)

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

All teachers working with ESL students have Smart Boards, mobile computer units for each student by department, Computer software, I-pads, etc.

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

Spanish Native Language Arts teachers mirror the ELA Expeditionary Learning Curriculum to write their units. They put together theme based units, identify high order thinking skills to be addressed, and create assessment tasks to meet CCLS goals. Teachers have also created in-house DRA documents to assess students' reading levels. Furthermore, there are translated documents for low incident languages. Live or written translation is provided for the MOSL assessments.

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

Teachers and administrators ensure that curriculum is developed, taking into consideration students cognitive and socio-emotional development. Teachers promote grade level, rigorous instruction and assess student's performance accordingly.

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.

ELLs who enroll before the school year are well informed about the different academic programs offered at the school. In addition, ELLs enrolled before the school year as well as those enrolled during the first year receive ongoing guidance by their homeroom teachers and the school staff in general. The school strives to provide a welcoming environment by celebrating our enormously diverse multicultural student community. Furthermore, newly enrolled ELLs are paired up with a class "buddy", who helps the new student navigate through the school building and follow their class schedule.

18. What language electives are offered to ELLs?

We do not offer any language electives to our ELLs at this moment. However, we are in the process of hiring the required staff pending budget to offer these electives.

19. For schools with dual language programs:

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

Our Dual Language program follows the 50/50 instructional model across all grades. ELLs in our Dual Language program receive extra support via a licensed ESL teacher. All students in our Dual Language program receive self-contained instruction for all content areas. Language acquisition is infused across all content areas as all our teachers target linguistic objectives as part of their lesson plans. Students in

our Dual Language program are taught in English and Spanish alternately, day to day, as we continue the model of instruction followed in their elementary schools.

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.

The teachers servicing ELLs meet on a weekly basis for Professional Development ("PD"). They meet by department and cluster (DL, ESL, BIL.) teams. All teachers in the push-in model of instruction work collaboratively with their respective subject teachers in monitoring the academic growth of this population. They are mainly trained in co-teaching strategies, looking at student work and creating differentiated tasks. In addition, a consultant from AUSSIE provides weekly PD on infusing rigor for all students.

Lead teachers, coaches, departmental administrators, staff from our Network (CFN) and the Office of English Language Learners ("OELL") are instrumental in supporting the staff working with ELLs. Teachers have been highly trained in moderating students' work, implementing the workshop model, Quality Teaching for English Learners ("QTEL") strategies, and differentiating instruction by content, process, and product. Teachers will use the following books for their study groups and weekly PD sessions: "Text Complexity Raising Rigor in Reading" by Douglas Fisher, "Pathways to the Common Core" by Lucy Calkins, and "Questioning the Author" by Isabel L. Beck among others.

We will also continue providing teachers opportunities for PD outside of I.S. 145. Teachers will be encouraged to attend workshops offered by the OELs such as: ELL Writing Institute, Middle School Math Institute, Science Institute, and others.

The ESL and content area teachers will be trained in how to utilize the Academic Language and Literacy Diagnostics ("ALLD") and Oral Interview Questionnaire to identify the SIFE. Also, teachers will be part of an inquiry team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual needs of the focused population. Furthermore, teachers will receive extensive training in the use of computer-based software specifically designed to target the needs of our SIFE and Long-Term ELLs.

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?

There is an open-door policy for parents of ELLs at I.S. 145. Also, parents are welcome to take ESL, Computer and GED classes offered at the school site. These classes enable parents to acclimate themselves to the DOE school system by being parents and students themselves. The school sponsors Open House for parents to inform parents about what is expected of them in the critical role they play.

Parents can also attend workshops, conducted once per month by our Parent Coordinator, on topics such as: How to Assist your Children with Schoolwork; How to Talk to Adolescents; How to Determine Gang and Drug-Related Behavior, How to Familiarize Yourself with the Board of Education Regulations (Discipline Code, Choosing the appropriate High School, etc.).

A needs assessment survey is administered to parents to provide different workshops to meet their needs. In addition, parents are highly encouraged to visit classrooms to see how instruction is delivered and become members of our learning community. Oral and written translations are provided in all School Leadership and PTA meetings.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q145 School Name: Joseph Pulitzer Intermediate School

Cluster: 5 Network: CFN 535

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.

Based on the data in the Home Language Report, this school is 84% Spanish, 4% Bengali/Urdu, as well as 16 other low-incidental languages. Since we have a multi-cultural staff, the school accommodates the language translations accordingly. The school accesses translated documents from the Department of Education to communicate with parents of different languages, for example, Discipline Codes, Title III and Title I entitlement letters, among others are all provided to students in the parents' native tongue. We leave notifications on parents' voicemail using the school-wide system in both English and Spanish. Students are provided with written or oral translations for all state exams.

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.

Parents highly benefit from receiving monthly parental letters, progress reports and regular communications in English and Spanish. Oral interpretations are provided in all Parent-Teacher, School Leadership Team meetings, School Open Houses, Parent-Teacher Conferences, etc. We post the Parent Rights document in all languages approved by the Department of Education. All school staff members are instructed that information to the parents should always be conveyed in English as well as in parents' native language.

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.

Written translation services are provided in Spanish, as well as in all other languages approved by the Department of Education. As mentioned above, we have a multi-cultural staff. The school accommodates the language written translations accordingly and are provided for all school communications to parents. Monthly parental newsletters go home in at least two languages.

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

Oral interpretation services will be provided by the in-house multi-lingual staff in the parents' native languages during small group meetings, Parent-Teacher conferences, PTA Meetings, School Leadership Team meetings, Open-Houses, and any other activity as needed, including using our phone service to parents' voicemails in both English and Spanish.

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

School fulfills Section VII of Chancellor's Regulations A-663 by:

- a) Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- b) Posting in our Main School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- c) Creating a Safety Plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- d) The Translation and Interpretation Unit will be used to translate to parents of low incidental languages.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Joseph Pulitzer IS 145	DBN: 30Q145
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: There will be two cohorts of ELLs from grades 6th - 8th participating in the After School Program. These two groups will be those taking the ELA exam for the first time and those taking the ELA for the second time. Therefore, the instruction will be based on non-fiction reading in order to provide support in meeting ELA state standards as well as City Assessment (MOSL). Both cohorts will also receive instruction in Mathematics. The language of Instruction will be English following ESL methodologies. The program will run from October 2014 to April 2015 meeting twice a week after school, Wednesdays and Thursdays, from 3:05-4:35 with six teachers. Teachers will be using the Myon Computer-based reading program. Math teachers will be enhancing the CMP3 Curriculum with emphasis in problem solving and writing reflections.

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: Teachers will be continuously streamline the Citywide Instructional Expectations from an ESL perspective in terms of: a) Knowledge of Students (giving effective feedback, looking at student work, looking at students' thinking and surfacing gaps. b) Instructional Focus (research briefs: Literacy and English Language Learners) c) Collaborative Professional Learning (Effective Practice for Teacher Teams).

All ESL teachers will receive professional development, provided by our Consultant, Sandra Dixon (AUSSIE) twice a month for the duration of the program from 8:00 - 8:45 AM Teachers will align the ELA Curriculum Map (Expeditionary Learning) to meet the needs of the ELLs in Advanced, Intermediate and Beginner Levels.

Part C: Professional Development

Topics will include but are not limited to: Using Informal Assessments, Effective Teaching and Instructional Strategies for ELLs, Strategic Reading for ELLs. Most of the time will be devoted to align the Curriculum maps for all content areas facilitated by content Assistant Principals.

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: Parental Involvement

There is an open door policy for parents of ELLs at IS 145. Monthly Parent letters are provided in both Spanish/English. Further explanation of events and upcoming exams are conducted in monthly PTA meetings. Translations are provided in all meetings with parents. The school has the advantage of having a multicultural staff. This school is around 88% Spanish.

I.S. 145Q maintains a partnership with the Goodwill Industries Beacon Program at P.S. 149Q. Both our student and parent populations are encouraged to take advantage of the different services (workshops, sports activities) they provide to the community.

Parents will be trained in topics such as: How to monitor their children performance using Skedula. How to assist their children with how schools work, How to talk to adolescents, How to determine gang and drug-related behavior, How to familiarize themselves with the Board of Education Regulations (Discipline Code, choosing the appropriate High School, etc.). These workshops will be conducted once a month by the Guidance Department. Translated documents will be provided.

Workshops for parents will be provided on Tuesdays from 7:55 - 8:40 AM and/or 3:03 to 3:35 PM by school staff.

Part E: Budget

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

Allocation Amount: \$ _____

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