

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

School Name: EDWARD BLEEKER JHS185
DBN (i.e. 01M001): Q185
Principal: THERESA MSHAR
Principal Email: TMSHAR@SCHOOLS.NYC.GOV
Superintendent: D. DiMANGO
Network Leader: D. PURUS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Theresa Mshar	*Principal or Designee	
Michael Badillo	*UFT Chapter Leader or Designee	
Nicole Pikelay-Marini	*PA/PTA President or Designated Co-President	
	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	
Effie Agresta	Member/UFT	
Michael Leung	Member/UFT	
Bert Goro	Member/UFT	
Gerald Volkommer, AP	Member/AP	
Glenn Bell	Member/Parent	
Kathleen McShea, Parent	Member/Parent	
Maria Gomes, Parent	Member/Parent	
Nonnie Rallis, Parent	Member/Parent	

Nicholas Corrado, Parent	Member/Parent	
--------------------------	---------------	--

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

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, the reading and writing achievement levels of ELL students at JHS185Q will demonstrate progress toward meeting Common Core State Standards as evidence by a 5% (7 students) increase in students achieving level 3 or 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the NYS ELA exam data analysis, we identified that whereas the general education students increased in levels 3s and 4s from 47% (514 students) to 54% (632 students) from 2013 to 2014, the percentage of ELLs performing levels 3s and 4s increased from 4% (5 students) to 5% (7 students) from 2013 to 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none">1. Creating a rigorous curriculum for all students with multiple entry points and scaffolds for students who are struggling readers and writers2. Infusing literacy and research-based pedagogical strategies through collaboration through curriculum planning/common planning sessions: teachers will create multiple entry points to scaffold lessons and focus on academic language.3. RTI Tier II: Beginner and intermediate ELLs as identified by the most recent NYSESLAT results have been programmed to receive four periods of ELA per week beyond their mandated ESL schedule to receive additional literacy support.4. RTI: Tier II Literacy push-in support will be provided by ESL teachers in content area classes, which include ELLs.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">1. Network 208 support specialists, ELA supervisor, ELA grade lead teachers - Internal professional development: in addition to the staff professional development, we will provide training tailored to the needs of the ELA department, such as monitor and revise the Expeditionary Learning (EL) curriculum; data analysis, such as Rally test booklets to plan and set quarterly student goals. NYCDOE, Network 208 support specialists, external organizations - external professional development: targeted professional development, which will align to our instructional focus.2. ELA supervisor, Network 208 instructional support specialist, ELA and ESL teachers: teachers will create multiple entry points to scaffold lessons; student work analysis of tasks; steps taken to include teachers in the decision-making regarding the use of formative and summative assessments, EL resources, engageny.org.3. Supervisors, ESL teachers, literacy coach, ELA teachers - common planning sessions between ESL and ELA teachers, meetings with literacy coach4. Supervisors, ESL teachers, literacy coach, content area teachers - literacy coach support for all content area teachers of ELLs and SWDs through one-on-one meetings, group meetings, and planned PDs.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none">1. EL unit assessments (which include mid-unit assessments), Scantron Reading Performance Assessment (administered in October 2014, January 2015, and May 2015)
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none">1. July 2014 through June 2015.2. September 2014 through June 2015.3. September 2014 through June 20154. September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Network 208 ELA support specialist, ELA supervisor, ELA grade lead teachers b) NYCDOE, Network 208 support specialists, external organizations 2. ELA supervisor will organize and attend the summer planning sessions; ELA curriculum planning opportunities beyond the school days, which includes summer sessions. 3. All SWDs and ELLs will participate in literacy based programs that have been established as part of the overall instructional program. 4. Supervisors, ESL teachers, literacy coach, content area teachers

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Parents will be trained in how to use Pupil Path • The school will create and distribute an Agenda Book that will allow for parent teacher dialogue • The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries. <p>Resources to be used to facilitate this goal/alignment</p> <p>Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation \$9138 Title III teacher session instructional program for ELL's and ELL's enrolled in ELA \$7840, Title I allocation teacher per session for SWD remediation \$ 7,000. IPADS purchased for ELL's \$10,740</p>

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, SWDs will focus progressing toward meeting Math standards as measured by an increase of 1% in NYS Math assessment scaled score.

Comprehensive Needs Assessment

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

After conducting a long-term trend analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups underperformed all other student groups. In 2014, 71% (920 students) of general education students achieved a level 3 or 4, while only 14% (31 students) SWDs and 45% (68 students) ELLs performed at this level.

Instructional Strategies/Activities

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

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

1. After thorough analysis of many different publisher's materials and resources, the math coach and department members collaboratively decided upon a new interactive text to support the instruction, (GoMath program by Houghton Mifflin Harcourt). This program utilizes online technology, scaffolds for ELL's and SWD's, use of written language and vocabulary development, application of mathematical skills to real-world situations, and rigorous critical thinking skills.
2. To inform instruction and professional development related to SWDs, teachers and administrators will use portfolio tools, such as universal unit pre-tests and exams, standardized department portfolios, comprehensive evidence-based student reflections, and ongoing formal and informal assessments.
3. Grouping students according to authentic data, including pre-assessments, formative assessments, and other student data. Groups will then be provided with specific scaffolds, enrichments, and/or strategies to best accommodate their individual needs.
4. Emphasis on written tasks and explanations using various strategies to promote higher order thinking skills (RADD, DOK, etc.)
5. Math content teachers collaborate with special education teachers during Common Planning to ensure any and all appropriate strategies, accommodations and resources are being utilized.

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

1. Math Coach (S. Mooney)
2. Math teachers on Professional Development Committee (E. Strong and C. Ye)
3. EngageNY resources (online resources, mid-unit assessments, exit tasks, etc.)
4. GoMath resources (interactive text, differentiated assessments, activities and tasks, online resources, QR codes, etc.)
5. All members of math department to collaborate and share/develop/modify best practices during weekly Common Planning meetings together with ELL and special education teachers.

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

By January 2015, comprehensive and rigorous unit pre-assessments and unit exams will be administered to each student in the grade for each unit, in order to measure progress towards increasing SWD performance and attaining a 1% increase in 2015 NYS Math assessment scaled score.

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

Upon completion of the 2014-15 school year, we will have shown successful growth in our chosen cohort(s).

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

1. All SWDs will participate in literacy-based mathematics programs that have been established as part of the overall instructional program.
2. A SAPIS worker is on staff to support academies as part of the school’s efforts to improve attendance for SWDs.
3. A Math Technology class is in place for five 6th grade classes (identified as low-performing in math) which aligns with the CCLS math curriculum and offers individual differentiation within the program based on student needs. The Destination Math program is utilized, which is from the same publishing company and also aligns with the GoMath program we are using this year.
4. Math coach will conduct ongoing surveys with department members to assess their needs for professional development and instructional resources. Thoughtful and strategic professional development will be designed based on data (both student data and teacher data) to further develop and refine our professional learning and practice.
5. Math coach will assist math department members to carefully analyze and interpret student data, including prior NYS CCLS exam scores, universal grade unit pre-assessments, ongoing assessments, unit exams, and unit tasks. Teachers will thoughtfully share, adjust, and modify strategies and scaffolds to meet each cohort of student’s particular needs.
6. Rigorous and STEM-related activities and programs will be incorporated throughout year to promote high student engagement and infuse higher-order critical thinking skills with real-world application of mathematics
7. Implement more evidence-based student reflection activities in order to foster student participation in their own learning process.

Strategies to Increase Parental Involvement

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

1. The Parent Coordinator, Math Coach, and other staff will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
2. Parents will be invited to regularly-scheduled hands-on workshops and activities (Math Casino Night, CCLS in Math, etc.)
3. Parents will have access to students support resources on the school website.
4. Parents will have access to Pupil Path accounts, our school’s online grading system and the ability to immediately and easily communicate with teachers regarding grades, assignments, and any questions or comments they may have.
5. Parents are encouraged and invited to attend all field trips, especially STEM-related, to learn about and participate in our hands-on real-world applications of the math curriculum.
6. Additional open-house and after-school opportunities have been scheduled in order to facilitate additional meetings with parents.
7. Parents will receive a monthly edition of “The Bleeker Bulletin,” a newsletter facilitated by our Parent Coordinator that describes what each grade and subject area is covering each month. Math teachers collaborate each month to describe what skills and standards are being covered in the math curriculum, upcoming tests, projects, and more.
8. Tuesday afternoon “Parent Engagement” time will be carefully utilized for teachers to interact with as many parents as possible via email, newsletter, phone call, and in-person meetings. Both positive and constructive feedback will be shared with parents.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title II A	x	Title III		Set Aside	x	Grants
---	-----------------	---	-----------------	--	-------------------	---	------------------	--	------------------	---	---------------

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

- Tax levy and Title I funding: Per session allocation for SWD remediation (\$ 5,000.00) Title I allocation classroom resources (\$2,000.00)
- NYSTL funding. : Textbook allocation (\$10,000.00) Funding for the Math Lead Teacher.

Goal and Action Plan #3

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Social Studies: By June 2015, 15% of students (225 students) will improve their argumentative writing aligned to the Common Core Literacy Standards measured by the NYC Social Studies performance assessment rubric with questions focused on Depth of Knowledge with higher order thinking skills for student analysis.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The identified need that generated this goal was the changes in ELA/SS performance standards from the New York State Standards to the Common Core State Standards, which have greater emphasis on argumentative writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. A rigorous curriculum, unit plans and instructional tasks will be created based on the new NYC Social Studies Scope and Sequence to provide all students with multiple entry points and scaffolds for students who are struggling readers and writers. 2. Infusing literacy and research-based pedagogical strategies through collaboration through curriculum planning/common planning sessions: teachers will create multiple entry points to scaffold lessons and with a focus on building academic language 3. There will be an infusion of higher order questions in lesson plans based on the Hess Rigor Matrix, which includes the Webb's DOK
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Network 208 instructional support specialists, SS supervisor, literacy coach, SS lead teacher, SS teachers. Social Studies teachers will attend and participate in internal and external professional development programs focused on differentiated instruction for all students; including ELL, SWD, and gifted students. 2. Network 208 instructional support specialists, SS supervisor, literacy coach, SS lead teacher, SS teachers: Social studies teachers will work in common planning meetings and in additional curriculum planning sessions, if available focused on Common Core State Standards and student writing of argumentative pieces. 3. Supervisors, SS teachers: participation in common planning meetings, staff meetings, as well as one-on-one conferences between supervisor and teacher. Inter-visitiation will also be encouraged.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By March 2015, unit tasks on all grade levels with rubrics aligned to the NYC SS performance assessments will be administered. Tasks will be carefully aligned to NYS CCLS standards. 7.5% of students (112 students) will achieve improved performance on these tasks. 2. By January 2015, common planning meeting template, curriculum maps, and lesson plans will reflect emphasis on supporting literacy and academic language.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2014 through June 2015. 2. September 2014 through June 2015. 3. September 2014 through June 2015.

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

1. All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
2. The incorporation of the new NYC DOE Social Studies Scope and Sequence in curriculum maps will comprehensively integrate the Social Studies curriculum with literacy and academic vocabulary instructional strategies.
3. The Hess Rigor Matrix will be utilized in professional development and lesson planning to more effectively apply the Depth of Knowledge and Bloom's Taxonomy concepts.
4. Core Curriculum Social Studies Library purchased for classrooms

Strategies to Increase Parental Involvement

<p>All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).</p> <ul style="list-style-type: none"> • Parents will be trained in how to use Pupil Path and other on-line parent aids. • The school will create and distribute an Agenda Book that will allow for parent-teacher dialogue • The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries. • Teachers will have an open dialogue developing a rapport with parents to foster a good learning environment utilizing Pupil Path, School Messenger, school website, phone calls, emails, parent engagement time, and parent-teacher conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> • Tax levy and Title I funding: Teachers' per session for SWD/ELL remediation (\$5,000). Title I classroom resources (\$2,000.00) • NYSTL funding. Textbook allocation (\$10,000.00) 											

Goal and Action Plan #4

Annual Goal #4

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

Science: By June 2015, all students will improve their argumentative writing aligned to the Common Core Literacy Standards. Evidence will be a 5% increase (75 students) in the number of students achieving levels 3 and 4 NYS ELA Performance Assessment test results.

Comprehensive Needs Assessment

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

This need was selected based on our school population and its assessments, which indicate need for improvement in ELA with in our ELL and SWD subgroups.

Instructional Strategies/Activities

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

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

1. A rigorous curriculum, unit plans and instructional tasks will be created to provide all students with multiple entry points and scaffolds for students who are struggling in the subject of science.
2. Infusing literacy and research-based pedagogical strategies through collaboration through curriculum planning/common planning sessions: teachers will create multiple entry points to scaffold lessons and with a focus on building academic language
3. Infusion of higher order questions in lesson plans based on the Hess Rigor Matrix, which includes the Webb's DOK

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

1. Network 208 instructional support specialists, Science supervisor, Science teachers
2. Science teachers will participate in internal and external professional development programs focused on differentiated instruction for all students.
3. Science teachers will attend and participate in internal and external development programs focused on Common Core State Standards and student writing of argumentative pieces.

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

1. By March 2015, unit tasks on all grade levels with rubrics aligned to the NYC Science performance assessments will be administered.
2. By January 2015, common planning meeting template, curriculum maps, and lesson plans will reflect emphasis on supporting literacy and academic language.
3. Tasks will be carefully aligned to NYS CCLS standards, and 2.5% of students (37 students) will achieve a performance increase.
4. Use of higher order questions in unit plans (which include essential questions), lesson plans, and as evidenced by classroom observations (Advance)

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

1. September 2014 through June 2015.
2. September 2014 through June 2015.
3. September 2014 through June 2015.

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

1. All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
2. A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.

Strategies to Increase Parental Involvement

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

- There is a school website that posts students homework for classes, a calendar of events for each month and access to student support websites.
- The science department hosts a science sensation night, parents are encouraged to come and assist teachers and students in the activities.
- The science teachers are all members of Urban Advantage, UA hosts Sunday family field trips to NYC participating venues as well as meetings held to discuss UA activities with parents during the PTA meetings.

Budget and Resource Alignment

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

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

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

Title I allocation: Teacher per session for SWD remediation (\$7,000.00)
 NYSTL: Textbook allocation, minimum per department (\$10,000.00).
 TL Funding for Literacy Coach

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, there will be a 5% (5 teachers) increase in the number of teachers performing at the effective and/or highly effective level in Questioning and Discussion (Danielson rubric, Component 3b) as measured by observations recorded in the Advance Tracking System.

Comprehensive Needs Assessment

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

According to the 2013-2014 Advanced MOTP Data, the component of Danielson's Framework that the teachers performed lowest on was 3b 'Using Questioning and Discussion Techniques'. The average rating for this component was 2.83. The average for all other components individually was above 3.00. In addition students performed low on items related to critical thinking in the state ELA exam (6.RI.7. 53%, 6. RI.9 55%, 7.RI.7. 49%, 7.RL.2 49%, 8.RI.8 46%, 8.RI.2 55%) . Hence, a determination was made to focus on component 3b of Danielson Framework.

Instructional Strategies/Activities

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

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

1. At the IPC meetings, supervisors will meet with the assigned teachers and analyze the state exam data from 2013-2014 for the classes that the teachers taught the previous year to see how their students performed in different areas related to critical thinking skills and discuss strategies for improvement.
2. Supervisors work with teachers to plan and execute lessons that focus on critical thinking skills with emphasis on the rigor of the instruction.
3. Teachers will be provided with on-going professional development based on their identified needs within component 3b: Using Questioning and Discussion Techniques. This will be based on data from NYS exam item analysis, informal and formal observations, and Self- Assessment Surveys.
4. Common Planning - supervisors, coaches or lead teachers
5. Inter-visitations

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

1. Supervisors/Teachers/Coaches/Data/ Structured PD Plans
2. Supervisors/Coaches/DOK Chart/
3. Socratic Seminar Related PDs/DOK related PDs, Literacy and Math Coaches, Instructional Lead Teachers, Network Achievement Coach and Talent Coach
4. Programmer/Coaches/Teachers
5. Programming to facilitate inter-visitations

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

1. By October 2014, data analysis (item analysis for Danielson 3b) for each teacher will be completed and strategies will be developed based on individual needs in collaboration with administrators, coaches, and network personnel. By February 2015, we will see a 5% increase in teachers achieving one level of growth in one component of domain 3.
2. Improvement in the quality of lessons as measured by the cabinet and peer reviews by June 2015.
3. Attendance of each teacher at least three PD sessions related to improvement of critical thinking skills

4. Using repurposed time to work on team planning and curriculum alignment.
5. Each teacher will visit at least two colleagues during the course of the year and give feedback using feedback protocols

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

1. September -October 2014
2. September-December 2014
3. September - March 2014
4. September - June 2014
5. December - May 2014

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

1. The supervisor and the eligible teacher will analyze the data from the Item Analysis tool during a conference in Sept/Oct and create a plan for improvement, so teachers can work on improving their questioning and discussion strategies.
2. Three meetings in the year - Individual and Group meeting with supervisors/coaches/network specialists to review lesson plans.
3. On-going professional development is provided by administrators/coaches/PD team/lead teachers/expert teachers during: PD time every Monday, grade conference once per month; optional lunch and learns held once per month between September 2014 and June 2015; new teacher mentoring scheduled for two periods per week with assigned mentors for the entire school year; PD schedule for the year organized by PD team- based on individual teacher needs.
4. Common Preps scheduled once a week for teachers to align curriculum and share instructional strategies to increase student engagement.
5. Inter-visitations scheduled twice a year for each teacher: one (1) period per week for targeted support as needed; three (3) hours of scheduled mandated professional development for all teachers during one 60-minute period after school three times per month from September 2013 through June 2014.

Strategies to Increase Parental Involvement

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

Parents will be surveyed twice a year to find out their perceptions and satisfaction with respect to the quality of the instruction in class. Parent Coordinator will work with the administration and the staff to distribute and collect the surveys. Data will be analyzed by the Data Specialist and Principal's Cabinet will accordingly work on strategies to incorporate relevant parent input. PTA meeting dates: 11/13, 12/16, 1/15, 2/10, 3/19, 4/21, 5/21, 6/11

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>All ELA teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data pulled from assessments, exams, and personal accounts of students' difficulties/challenges.</p> <p>Supplemental ELA classes for ELL students delivered by an ELA teacher.</p>	<p>Guided instruction groups or whole class using scaffolds</p> <p>in small groups of not more than 20 students</p> <p>in small group, 15 at-risk-identified SWD students</p> <p>Small group; peer tutorials; one on one.</p>	<p>Five times during the school day</p> <p>Four times a week during the school day.</p> <p>Every lunch period; all zero periods; depending on teacher schedules.</p>
Mathematics	<p>All Math teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data pulled from assessments, exams, and personal accounts of students' difficulties/challenge</p>	<p>Small group; peer tutorials; one every lunch period;</p>	<p>Every lunch period; all zero periods; depending on teacher schedules.</p>
Science	<p>Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.</p>	<p>All Science teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p> <p>Small group; one on one; peer tutorial</p>	<p>SWD and ELLs, and students who are struggling in this subject. Tutorials are embedded into the subject.</p> <p>Every lunch period; all zero periods; depending on teacher schedules and school program.</p>
Social Studies	<p>Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies;</p>	<p>All Social Studies teachers use differentiated instruction pedagogies personalized to the individual needs of</p>	<p>SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>

	<p>differentiated instruction for all students regardless of proficiency level.</p> <p>Lunch period extra help and zero period extra help on as-needed</p>	<p>all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk counseling in six week cycles; additional counseling services provided during talent-pool and grade assembly periods; zero period counseling; ninth period counseling; counseling for students who are identified as over-age.</p> <p>PPC meeting</p> <p>SIT Meetings</p> <p>Peer Mentoring</p> <p>Deans' meetings</p> <p>attendance meetings,</p>	<p>Services are counseling sessions with assigned guidance counselor/SBST/CBO staff; Students assigned to one-on-one or group sessions designed to address student concerns and to foster student success in all academic/social area.</p> <p>Administrators; guidance; deans; SBST Special education teachers, general education teacher, SBST</p> <p>Teacher, Teachers of different grade levels</p> <p>Deans; Administrators</p> <p>Administrators; Guidance; Deans; Attend. Teacher meetings</p>	<p>At-risk services provided by the counselor are delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time. At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day.</p> <p>At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis.</p> <p>PPC (weekly) SIT (weekly)</p> <p>Weekly</p> <p>Deans' meeting (weekly)</p> <p>Attendance Team (weekly) meetings</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HOT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <p>Beginning with our Student Teachers program under which we are affiliated with, among others, Queens College, SUNY, CUNY, St. John's University, and Teachers College, we begin to accept and assess potential new pedagogical staff as early as their student teaching experiences with us. At present, at least three of our full time faculty began as student teachers with us and are now professional teachers on tenure track programs.</p> <p>Once there is an identified vacancy, resumes received from candidates and from New Teacher Finder are screened whether or not the teacher obtained the proper state certification for that particular subject area. The candidate is provided an opportunity to meet with the department assistant principal in either writing or a phone call correspondence. Teachers, who may be future colleagues, also have the opportunity to sit in this interview depending on the time. When the candidate comes in for the interview, an approximately 45 minute interview is conducted with questions that range from the teacher's educational philosophy, pedagogy, classroom management skills, and other contributions he or she can provide to the school community. The teacher's portfolio provides additional information about the curriculum and lesson planning skills. Every candidate is asked to create a lesson plan based on a set of directions for that particular subject with a copy of the CCLS. There is no specific time limit set for this planning. A separate principal interview is conducted after the lesson plan has been reviewed by the assistant principal. If time allows for it, a demo lesson may be requested for another day.</p> <p>Retention, Assignments, and Support</p> <p>New teachers are invited to attend a voluntary two-day New Teacher Orientation prior to the official start of the school year. This orientation provides pertinent information about the school's protocols and procedures, professional development that includes informational sessions about specific cohorts, such as ELLs, SWDs, effective instruction focused on research-based strategies. Presenters include assistant principals, content area teachers and other support staff. The two days also provides the new teachers with the opportunity to meet their peers and to acclimate themselves to our school environment. Time is also provided to set up their classrooms once the orientation ends. Continuous support is provided to our new teachers by matching them to a mentor who is a tenured teacher in the specific content area. This mentor interacts with the new teacher at least twice a week. This includes observation feedback, visiting other classrooms for inter-visitations, and aspects of lesson planning. All new teachers participate in staff professional development days that have been allocated for this purpose, such as the chancellor's days. The expectation is that they take away strategies from these days that they implement into their lesson. Supervisors of the departments provide feedback in their observations and walkthroughs as to their progress regarding the instructional expectations. New teachers receive three formal observations from the supervising assistant principal and a formal observation from the principal. This is in addition to the periodic walkthroughs that are conducted throughout the year. A series of separate New Teacher workshops are provided throughout the year on a as needed basis. Some of the routine workshop titles are "how to conduct the first parent teacher conference, the teacher tenure process, supporting ELLs/SWDs." The programming of the school includes additional new teacher support by scheduling every teacher a common planning period with their grade department colleagues once a week. There is additional teacher collaboration once a week that's been set aside for inquiry team meetings, which further fosters professional learning communities</p>

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).
Our professional development has been aligned to this year's NYC DOE's instructional expectations. Our CEP goals and our school's instructional focus align with this. Danielson's Framework for Teaching, the full curriculum implementation of CCLS in all major subject areas with creating multiple entry points, and the focus on rigor (critical thinking), and academic vocabulary

are the PD trainings we are providing to our staff. The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action

External Professional Development

- Principal's Weekly is utilized to identify relevant PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings.
- Network 208 monthly scheduled meetings are attended by administrators and teachers appointed by the administration. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.
- Other outside organizations are contracted on a needs basis. For example, after identifying the need to provide special ed. ICT teachers planning for effective instruction, a consultant (a former DOE employee) has been contracted for this purpose. Any staff can initiate his/her own professional development opportunity and we accommodate this after reviewing the content of it.

Internal Professional Development •

Teachers from each department were chosen to be members of the teacher leadership program. This team attends monthly TLP meetings at Long Island City High School. This program will provide a structure that supports these teachers with strategic content and facilitative skills needed to meet the adaptive challenges within our respective communities. These teacher leaders are working collaboratively within the building to cultivate a culture of shared leadership, where they will take ownership for improving teacher practice and student outcomes. As Teacher Leaders their role is to facilitate the learning of their colleagues within professional learning communities and to promote ongoing professional growth focused on effective classroom instruction, peer coaching, collaborative learning and problem solving.

The administration, lead teachers/core inquiry team, and designated ESL and Sp. Ed. Teachers are the members that create meaningful internal PDs. External PDs, ASCD institutional membership, ARIS Learn, and the Teaching Channel are the main resources that are utilized to create our staff PDs. We recently created the PLC (professional learning community) website in our school's Google Drive. This is another way to share helpful resources with our staff. The following are different venues we deliver our professional development to our school's learning community.

- August One day trainings: ELA and Math Curriculum PDs; New Teacher Orientation
- Mandated Chancellor's days (September, November, June) focused on instruction
- Weekly cabinet meetings
- Weekly common planning meetings by grade departments
- Bi-weekly core inquiry team meetings
- Weekly Inquiry meetings by cross-content, department, faculty, and grade
- Monthly Lunch and Learns
- Monthly New Teacher Meetings
- Curriculum and life skills workshops for Parents

The teacher team meetings are a way for our pedagogical staff to collaboratively learn from each other. All are involved in common planning and inquiry teams in which they are

- Gathering and analyzing data from:

1. New York State exams for the purpose of instruction,
2. student work to identify strengths and target areas for instruction
3. teacher-based assessments,
4. classroom instruction (lesson plans)

- Revise and/or prepare curriculum and lesson plans that are aligned to the Common Core State Standards and our schools instructional foci. Teachers work on:

1. Gathering materials and resources to heighten student interest and improve skills and strategies in the areas of reading, writing and critical thinking skills for literacy and the math instructional shifts.
2. Creating Student tasks based on the Common Core State Standards
3. Incorporating enriched and differentiated lessons/assessments (small group and individual instruction)
4. Decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
5. Gaining a deeper understanding of effective questioning techniques to encourage high-order thinking.
6. Promoting the rigor and high expectations of using academic language on a daily basis and teaching academic vocabulary on a daily basis.

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

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

Our goal is to properly utilize all fiscal/human resources in order to realize school wide improvement through our instructional activities and strategies.

All cohorts within our school community monitor strategies, their implementation into programs, and their success rate so that we better meet the purpose and intent of the state and federal program guidelines included in the conceptual consolidation so that all of our student cohorts' needs are addressed.

To wit:

1. Teacher teams participating in common preps, collaborative inquiry, and grade-level planning as they track data and look at student work in order to improve pedagogical practices as evidenced by the Danielson rubric(s).
2. Afterschool programs AIS math, AIS English, content area support, SHSAT.
3. Software and textbook instructional materials purchased for use in all classrooms across all academic levels.
4. Use of network Math personnel, and school lead teacher and teacher lead to disseminate Danielson-rubric based initiatives for all teaching staff.
5. Professional development conducted and 'turn-keyed' by instructional lead teachers in ELA and math, and external facilitators across all academic subjects.

We qualify for Conceptual Consolidation as based on our Title I classification. We integrate services and programs to supplement academic programs across the curriculum in order to maximize student proficiency and achievement. We consolidate and maximize all funding sources (NYSTL, Title I, Tax levy, etc.) to reach school wide goals for academic improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Representative staff meets during summer to agree upon implementation of MoSL, choice of curricula, composition of local exam assessments and dissemination to rest of teaching staff throughout the school year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- hosting events to support parental involvement (such as: men asserting leadership in education for their children) for parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- hosting educational family events/activities throughout the school year;
- supporting or hosting Family Day events;
- 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, as well as daily updates on Pupil Path;
- developing and distributing a school newsletter and monthly parent bulletin for each grade (6-8), website, and app/mobile website 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;
- provide an email distribution list for parents to receive daily updates and information
- provide an automated “School Messenger” phone system for parents to receive updates and information;
- 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.

**REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, JHS 185 Edward Bleeker, 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 as often as possible, every Tuesday as per contract guidelines, Parent-Teacher conferences, open houses, etc., 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;
- Ensuring that the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education are upheld;
- 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 every day and arrive on time;
- Complete and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

DBN: 25Q185

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (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	\$585,661.23	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$19,436.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,420,864.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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: <u>Edward Bleeker JHS185Q</u>	DBN: <u>25Q185</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: <u>50</u>	
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the

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

Begin description here:

After reviewing the data from last year's NYSESLAT and our incoming ELLs, we have determined that of the three proficiency levels, our largest number of ELLs are at the beginning level (66). Our next largest group is advanced (62) followed by intermediates (26). We have a particularly large number of beginners in 7th grade (30). We have noticed that our beginning Chinese and Spanish speaking ELLs could benefit from extra instruction and support in their native language. For these reasons, we have chosen to target the Chinese and Spanish speaking 7th grade beginners and the recent newcomer ELLs in all grades.

We will conduct our Title III program on Saturday mornings (9 AM-12 PM) for 10 weeks beginning in January of 2015. The language of instruction will be English with Spanish and Chinese bilingual support. Mr. Santamaria, a Spanish bilingual certified teacher, will provide the Spanish support, and Ms. Lin, a Chinese speaking ESL certified teacher, will provide the Chinese language support. We are working to recruit two more teachers who also speak Spanish and Chinese to assist in the program.

We will utilize the computer lab and classrooms as the location for instruction. We will use Achieve 3000 iLearn software for half of the morning, and the other half of the morning will be spent providing bilingual support. They will use iPads in a classroom to allow the students to access www.duolingo.com. Teachers will also utilize the bilingual materials (dictionaries and content-area glossaries) that we have already distributed to the students. We will purchase books in Spanish and Chinese for the teachers to read with the students.

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 in our building have expressed a need for continued professional development in strategies for teaching beginner ESL students. Most teachers feel comfortable working with advanced ELLs, but they struggle with finding appropriate and effective methods to teach beginners. This is also the group of students we are targeting for the Title III program.

Ms. Lin and Mr. Santamaria will receive training in Achieve 3000 from Ms. Brisotti, a teacher who has

Part C: Professional Development

attended profession development in using the software. She also has experience using the software with special education ELLs. This training will occur after school prior to the beginning of the Title III program. She will cover topics such as giving feedback to students and managing the software and student accounts.

Content area teachers of ELLs will be invited to an after school book club, which will meet once a month and will be facilitated by Ms. Olsen and Ms. Park. Teachers will be paid per-session for attending. We will also offer screencasts on salient points from each meeting that we will upload to our school's PLC website. This will allow teachers who cannot attend the book club meetings to participate through distance learning.

During our school's PD time, we will run periodic workshops for teachers of ELLs. We have over 60 teachers who work with ELLs in our school, and we will design workshops that are specific to different groups of teachers. For example, on Election day, we are running a workshop for our 3 gym teachers because they all work with ELLs. The next workshop will be for incoming teachers who require a basic overview of ELL policies, accommodations, and strategies. Then we will move to content-area specific PD for teachers of ELLs. These PDs will be designed and facilitated by Ms. Park and Ms. Olsen.

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: We have noticed that the parents of our ELLs are sometimes reluctant to visit our school for meetings, parent teacher conferences, and special events. Last year, a team worked with iZone to develop a solution to this challenge. Our webmaster, Mr. Leung, is currently in the process of designing a JHS185 app that will offer special features for the parents of our ELLs. He is also revising our website to include more translation and information that will be useful to this population of parents. Our Parent Coordinator, Gail Meyers, has written a JHS185 Parent Handbook, which she submitted to the Office of Translation. She gives this translated parent handbook to all incoming ELLs, and we will also distribute it to the parents of ELLs during parent teacher conferences and other school events.

In order to recruit students to attend our Title III program, Mr. Santamaria and Ms. Lin will make phone calls to the parents of the ELLs we are targeting. We have used this strategy in the past, and it has been very effective. For the parents of the students who enroll in the Saturday Academy Title III program, we will offer a one hour workshop at either the beginning or end of the day. We will select the time based on a poll of the parents' preferences. We will poll the parents by making phone calls in Spanish or Chinese. During this one hour workshop, we will offer technology support to help parents login to ARIS ParentLink, PupilPath, Class Dojo, and other websites that our teachers use in order to communicate with parents. We will also teach parents to use websites such as duolingo and newsela, which they can use at home or at the library with their children.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$19,436

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 185
School Name Edward Bleeker JHS 185Q		

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 Theresa Mshar	Assistant Principal Gerald Volkommer
Coach n/a	Coach n/a
ESL Teacher Christine Olsen	Guidance Counselor Narda Melendez
Teacher/Subject Area Stacy Mooney/Math	Parent Jeanne Aurricchio
Teacher/Subject Area Joanne Olsen/ELA	Parent Coordinator Gail Meyers
Related Service Provider Vivian Cebellero	Other n/a
Network Leader(Only if working with the LAP team) Daniel Purus	Other n/a

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1521	Total number of ELLs	173	ELLs as share of total student population (%)	11.37%
--	-------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	124	ELL Students with Disabilities	21
SIFE	14	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	124	13	9	37	1	17	12	0	11	173

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	124	13	9	37	1	17	12	0	11	173
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	16	21					53
Chinese							31	32	30					93
Russian														0
Bengali							1	0	2					3
Urdu							2	0	3					5
Arabic							1	1	0					2
Haitian														0
French														0
Korean							4	5	3					12
Punjabi														0
Polish														0
Albanian														0
Other							4		1					5
TOTAL	0	0	0	0	0	0	59	54	60	0	0	0	0	173

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							18	23	26					67
Intermediate(I)							10	7	17					34
Advanced (A)							31	24	17					72
Total	0	0	0	0	0	0	59	54	60	0	0	0	0	173

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	25	13	2	0	40
7	27	7	0	1	35
8	36	2	1	0	39
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		22		16		8		3	49
7		14		11		13		9	47
8		28		8		14		2	52
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: The initial assessment that will indicate the student's literacy skill for ELLs who enter the NYCDOE system for the first time, is the LAB-R. For students who are currently enrolled, we assess their literacy skills based on the NYSESLAT. We also administer the Words Their Way Spelling Inventory and The San Diego Quick Assessment of Reading Ability with a reading

fluency assessment, and the placement test for the Inside National Geographic curriculum. These assessments provide insight into their strengths and weaknesses in literacy. This information is used to inform programming and placement in ESL classes. Curricula decisions are made based on the results of the placement tests. The Words Their Way Spelling Inventory and the San Diego Quick Assessment inform fluency instruction and placement in Wilson classes during extended day. The instructional plan includes the correct placement of the ELLs in the ESL instruction, the enhanced number of instructional periods offered to the ELL cohort in ELA, the instructional strategies, period 9 placement with either an ELA or ESL teacher.

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

We have noticed over the years that we have the largest numbers of ELLs in the beginner or advanced classes. There aren't as many students in the intermediate level because they move on to the advanced level quickly. In the past, we noticed that our 6th grade ELL classes were much smaller than the 7th and 8th grade classes. However, this year we can see that the numbers of ELLs are dispersed more evenly among the three grades.

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](#))

Paste response to question here: Current NYESLAT data does not give us sufficient data to make instructional decisions for beginners and low intermediates. For the advanced students, this data reveals that they scored the lowest on the listening and writing portions of the test. We use this data to inform our instruction in the beginner and intermediate levels by focusing on the speaking and writing modalities such as incorporating the accountable talk strategy to allow for increased student to student interaction. We provide the students with sentence starters, wait time, and paired work as ways for the students to participate in class discussions.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: a. The math state exam is given to ELLs in their native language, in the cases of Korean, Spanish and Chinese native speakers, as well as in English. Most ELLs usually pass the Math exam in their native language and fail the ELA (which is administered in English).

- Does Not Apply
- Does Not Apply

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: Use the fluency assessments to do fluency instruction and practice during beginner and intermediate classes. We use the Words their Way Spelling Inventory to appropriately place students into a Wilson class during period 9 (extended day).

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

Paste response to question here: We distributed bilingual dictionaries and content area glossaries to all ELLs. The school library and ESL classroom libraries have bilingual sections that the students can access. We allow beginners to write in their native language to complete assignments. Student helpers, iPads, and Google Translate assist in translation of assignments. Student translators also assist in helping ELLs understand classroom directions and content to maximize student engagement.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here: 8. We evaluate the success of our ELLs based on NYS ELA, math, and science exams. The annual NYSESLAT scores help us determine how many have increased by proficiency level and how many have achieved proficiency and have tested out of ESL service. The NYS ELA and math assessments show how our ELLs perform compared to the rest of our students. Our in-house Benchmark Scantron Reading assessments also provide us with summative and formative data, which help our content area teachers to differentiate by finding appropriately leveled texts and to form groupings.

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](#).)

Paste response to question here: Parents of new admits receive admission forms and the HLIS from the pupil accounting secretary. The Secretary calls a pedagogue, depending on the home language indicated on the HLIS, to conduct an informal oral interview.

Pedagogues:

John Santamaria—Spanish, Dean, certified bilingual Spanish teacher

Josefa Sande—Spanish, Dean, certified Science and ESL teacher

Ma—Chinese, certified foreign language teacher

Tong Lin—Mandarin, certified ESL teacher

Y. Chou-Mandarin, certified ESL and Science teacher

M. Leung—Mandarin, certified Math teacher

C. Kang—Korean, AP, certified ELA teacher

P. Dhillon—Hindi, Punjabi, Urdu, AP, certified Science Teacher

K. Tong—Mandarin and Cantonese, certified Music teacher

G. Fleishman—English, Guidance Counselor, certified Music teacher

N. Melendez—Spanish, Guidance Counselor, certified teacher

T. Mshar—English, Principal, certified physical education teacher

Paraprofessionals

H. Hallakah—Arabic, Paraprofessional M. Idrizi—Albanian, Paraprofessional

P. Louis—French, Nurse

Hu—Chinese, Paraprofessional

HLIS is forwarded to ESL coordinator to determine ELL eligibility (to administer the LAB-R and place in the proper ELL class)

LAB-R is administered by pedagogue A. Abbenda

All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall

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.

Paste response to question here: There are presently two opportunities for the parents to learn about the three program choices.

When ELL parents initially register their children to attend school, a trained bilingual pedagogue and the parent coordinator meet with the parents. Once we have determined what language the parents are most comfortable using, they are shown the Parent Orientation Video, and are asked if they have any questions and what their program choices are. They are also given the "Guide for Parents of English Language Learners" flyer. The pedagogue and the parent coordinator remain present while the parents complete the Parent Survey and Program Selection Form in their native language.

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

Paste response to question here: For New ELLs: As soon as the LAB-R results are available, the ESL coordinator determines who receives the non-entitlement letters and who receives entitlement letters. Translated letters are provided to the parents based on their preferred home languages, except for a few cases where the translated versions are not available on the DOE website. We have identified Tagalog as one language these documents have to be translated into by an independent translation service. The entitlement letters are provided to the parents at our Open House meetings for ELLs.

For Continuing ELLs: The continued entitlement letters are handed out to the students according to the parents' preferred language based on the previous year's NYSESLAT scores and on the language indicated on the HLIS. Guidance counselors assist in completing and distributing forms for all students.

For Existing Students who Receive Non-Entitlement Letters: Based on the previous NYSESLAT scores, students who test out receive non-entitlement letters at our special event for just this cohort. We reward them for their effort and celebrate their new status as FELLs by providing them a pizza party. This also is also the opportunity for them to receive helpful information as to what kinds of supports they still receive as FELLs.

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.
Paste response to question here: ESL coordinator looks at LAB-R scores to place in the proper ESL class based on Parent Selection form. Parents are given a brochure explaining the different programs available for ELLs. Parent Coordinator meets with parents, with an interpreter, to discuss program options.
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.
Students are scheduled to take each section of the NYSESLAT as early as possible in the test administration window. If any students are absent for a section of the test, they have numerous opportunities to make up the missed section. Therefore, all students are able to take all sections of the NYSESLAT.
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. 
Paste response to question here: The trend has been that the parents, after viewing the DOE ESL DVD, have been choosing the Freestanding ESL taught by licensed TESOL teachers. Yes, the models are aligned with parent requests. When we have 15 students with the same home language, in two contiguous grades, whose parents opt for a bilingual program, it will be offered. As new students are admitted during the year, the parent selections will be reviewed and they will be contacted should there be 15 students in contiguous grades with the same home language, and the option of bilingual education will be offered to the parents. We monitor this in the ELPC screen of ATS.

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])?

Paste response to questions here: a. Pull-out ESL classes and push-in during select content area classes

b. Advanced students receive ESL classes in the same ESL class, and beginner and intermediate students receive ESL together. All classes are organized by grade level.

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)?

Paste response to questions here: 2. We have three full time highly qualified certified ESL teachers who are programmed to provide the following mandates to our ESL students.

ESL proficiency level	No. of ESL periods per week	No. of ESL minutes per week	No. of ELA periods per week	No. of ELA minutes per week
Beginner	8	360	4*	180
Intermediate	8	360	4*	180
Advanced	4	180	8	360

Beginner ELL students receive 360 minutes of ESL and 180 minutes of ELA per week as per the CR-Part 154 mandate.

Intermediate ELL students receive 360 minutes of ESL and 180 minutes of ELA per week as per the CR-Part 154 mandate.

Advanced ELL students receive 180 minutes of ESL AND 360 minutes of ELA per week as per the CR-Part 154 mandate.

*Beginner and intermediate students who are taking the ELA in 2014 receive ELA instruction from an ESL teacher who is certified in Adolescent Literacy 7-12. Some students who are exempt from the ELA receive NLA instruction instead of ELA.

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.

Paste response to question here: - We no longer have homogenous/isolated ELL classes. For the departmentalized format, classes are no longer predominately ELL. Some classes are designed to be a combination of ELL students and general education students. In grades 6-8 there are 5 classes that are designed to be a combination of ELL, general education, and special education. This year, the ESL teachers are pushing into content area classes to provide additional support.

- To support and enrich language development, content area and ESL teachers use the following instructional approaches: visual aids, audio aids, leveled tests, graphic organizers, ipads with translating software, video clips with closed captions, student translators, every student has a word to word dictionary, content area glossaries, academic vocabulary instruction in every classroom, word walls, writing assignments with prompts and scaffolds, translated materials and texts.

- Content area is delivered by licensed content area teachers. The classes are made up of general education students, ELLs, and special education students so the content area teachers differentiate to accommodate the various levels of English language proficiency. Content area classes are English-only, but native language support is provided. Teachers use the following methods to provide differentiated instruction: rewriting sections of the textbook to create comprehensible text, edhelper.com to provide students with leveled texts, Google translate and native language dictionaries/glossaries to provide native language support, active reading practices, etc.

- Native language is developed through the use of the following supports: native language dictionaries/glossaries, DOE Translation and Interpretation Unit to translate documents and letters that are sent home, translation of concepts and key words, classroom and State tests are given in the native language when translations are available. ESL classrooms and the school library have native language and bilingual libraries.

- ESL teachers support the content areas through theme-based, content area units. The National Geographic Inside textbook series provides science and social studies units to help support students' growth and understanding of concepts related to these content areas. For example, ESL teachers have taught units on ancient civilizations, communities, immigration, 9/11 and terrorism, etc.

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

Paste response to question here: J185Q has neither a bilingual nor a dual language program. The native language is used as a scaffold to facilitate comprehension. The Lab-R in Spanish is administered to first time entrants to the NYC school system whose home language is determined to be Spanish based on the initial identification given to them. It is not used for other language assessments or as a means of measuring growth.

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

Paste response to question here: All four modalities are addressed in each subject's curriculum. Teachers use rubrics, observations, classwork, tests, projects to assess each modality. The Common Core Literacy Standards are addressed in content area classes. The ELA CCLS and ESL NYS Standards are addressed in ELA and ESL classes.

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).

Paste response to questions here: a. We currently have a total of 16 SIFE students in our school. They are required to attend extended day classes. We will strongly encourage these students, and reach out to parents, to attend the Title III afterschool program. This year we will provide a program that is tailored to the needs of SIFE students.

b. They attend freestanding ESL classes in the same classes as the intermediate students. They also receive four periods of ELA to prepare them for the ELA test. All of these students also attend extended day classes, which also focus on preparing them for the ELA test. A few select students are discussed during PPC meetings, and a more comprehensive plan is devised.

c. Most of these students are at the intermediate or advanced level in ESL. Advanced students receive four periods a week in ESL and eight periods of ELA. Intermediate students receive eight periods of ESL and four periods of ELA. We also encourage these students to attend the Title III program after school.

d. We have started an intervention plan for our ELL long-term students. We set up initial meetings with the parent of that ELL to create an individualized action plan, which would help him/her to move forward. This action plan, which includes helpful academic strategies, gets e-mailed to the teachers, so that it is implemented in all subject areas. A few select students are discussed during PPC meetings, and a more comprehensive plan is devised.

e. These students still receive the same testing accommodations as current ELLs on classroom and state tests. We also encourage these students to tutor current ELLs in their native language

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?

Paste response to question here: 1. Chunking Information

2. Use of visuals
 3. Interactive technology
 - Brainpop
 - Web quests
 - Laptops
 - Ipads
 4. Group work/flexible grouping
 5. Differentiation
 6. Leveled texts
 7. Native language glossaries and dictionaries
 8. Classroom tests translated into students' native languages
 9. In addition, paraprofessionals provide individualized attention to the ELL-SWDs during ESL classes and in content area classes.
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?

Paste response to question here: ELL-SWDs are provided ESL instruction in a pull-out ESL class. They are placed in an ESL class based on their levels: beginner/intermediate in one class and advanced students in another class. They are scheduled to meet the mandates as per CR154. The programs are individualized and customized to provide IEP mandates as well as ESL mandates.

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

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

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

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

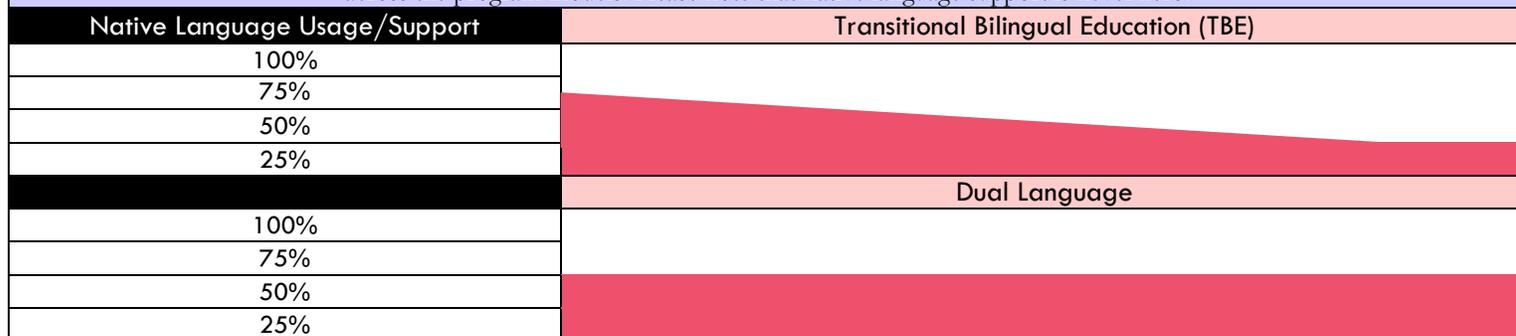
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: This year we have integrated our ELL population with the general education students for content areas. Students are split into Beginner/Intermediate and Advanced cohorts for ESL instruction classes. ESL teachers are also providing push-in support in select content area classes. In addition, ELL students are offered extra reading and writing activities and instruction to support and increase proficiency during our afterschool tutorial period 9.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: The Inside National Geographic curriculum integrates ELA, science, and social studies units that allow us to provide content area support during ESL. We also incorporate phonics and reading fluency instruction to supplement the curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: We plan to focus on SIFE, long-term beginners, and MT8 students (students who need to get at least a 2 on the ELA and Math State exams to be promoted). For SIFE and long-term beginners, we are considering a targeted Title III program. For MT8 students, we are providing Wilson, phonics instruction, strong portfolios, and push-in ESL during content area classes.
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All ELLs are afforded equal access to all our school programs. For example, all 7th grade students including ELLs are screened for enrollment in Regents Math and Earth Science. Since ELLs are in all of our heterogeneous classes, they participate in all our school initiatives, such as the Silk Road Project, the After-school program, SHSAT test prep, and sports.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Bilingual Dictionaries
 - Document cameras
 - SMART Board
 - Bilingual classroom library books
 - Leveled Texts
 - Leveled Classroom Libraries
 - iPads
 - Translated content-area glossaries
 - Picture books
 - Abbreviated texts
 - Differentiated graphic organizers
 - Differentiated assignments
 - Translation software
 - Closed captions for videos
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here: Instruction for all content areas for ELLs in our building is only administered in English. Beginner students are paired with a buddy student to offer assistance in translating and assimilating into the school culture. Vocabulary and prefixes, root words, and suffixes are often taught in the classroom to draw connections between the English language and students' native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here: We provide resources and support services that correspond to ELL's ages and grade level.
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.
Paste response to question here: During the month of June, newly admitted students, and their parents, are invited to our incoming 6th grade afternoon and evening orientation to familiarize themselves with the new middle school environment. Translators in all the major languages spoken in our school are provided at this event

18. What language electives are offered to ELLs?

Paste response to question here: Newly admitted ELLs who are not taking the ELA test are placed in either Chinese or Spanish language classes.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

Paste response to questions 1-3 here Part D Professional Development

1. Describe the professional development plan for all ESL personnel at the school.

The TESOL teachers are provided external profession development whenever there is an opportunity, such as DOE ESL trainings, and

QTEL. We normally select a team of teachers, which includes at least one TESOL teacher and other content-area teachers to attend professional development sessions, so that there is school-wide coherence in the instruction for ELLs. Non-licensed ESL teachers are provided professional development through the DOE QTEL and the Network 208's ESL Support Specialist. Additionally, we provide internal professional development by our licensed TESOL teachers and the literacy coach depending on the needs of the teachers.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The incoming 6th grade orientation supports the transition to middle school. Newly admitted ELLs who are not taking the ELA test are placed in either Chinese or Spanish language classes. Intermediate students receive four instructional periods of English in addition to their mandated eight periods of ESL. Advanced students receive 8 periods of English in addition to their mandated four periods of ESL. This helps them transition to the rigorous high school environment. In addition, the 8th

grade guidance counselor offers high school information sessions with translators present to inform the parents and their children about the

high school programs that are supportive of their needs. The guidance counselor provides individual counseling sessions with translators

present to help the students and their parents navigate through the high school application process and the directory.

3. Describe the minimum 7.5 hours of ESL training for all staff as per Jose P.

For our external professional development sessions we send our teachers to are usually designed so that it is with a group of subject content

area teachers, which helps them receive these mandated 7.5 hours. The ESL teachers also provide on-going PD every school year, so teachers can accumulate these hours over time. As part of an on-going effort to provide the required 7.5 hours of ESL training, we are developing a Googledoc, which our staff will begin updating with the date, the name, hours, and type of PD (internal or external DOE, network, or non-DOE).

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?

Paste response to questions here: 1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade Orientations, meetings, committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at our events, especially Parent/Teacher conferences and at our academic workshops. In the past years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. Unfortunately due to budget cuts, we are unable to offer parent classes this year. However, we will offer the free "We are NY" program to our parents of ELLs. In addition, the parent coordinator continues to refer parents to free ESL classes offered in our school neighborhood. We try to have most of our notices translated by the Office of Translation and Interpretation, translated by Google Translate, as well as by pedagogues who are bilingual. Since the turnover time can be very slow, we are working on a more efficient system to have our notices translated.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We have worked in the past with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents. If funding is renewed we will offer these classes again.

3. How do you evaluate the needs of the parents?

The Children's Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

4. How do your parental involvement activities address the needs of the parents?

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, organizational skills for students, Internet safety, Common Core Standards, financing college, fire safety, etc. address the needs of parents to be informed about their children's education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school.

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: **Edward Bkleeker JHS185**

School DBN: **Q185**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Mshar	Principal		10/31/13
Gerald Volkommer	Assistant Principal		10/31/13
Gail Meyers	Parent Coordinator		10/31/13
Christine Olsen	ESL Teacher		10/31/13
Jeanne Aurricchio	Parent		10/31/13
Stacy Mooney	Teacher/Subject Area		10/31/13
Joanne Olsen	Teacher/Subject Area		10/31/13
n/a	Coach		10/31/13
n/a	Coach		10/31/13
Narda Melendez	Guidance Counselor		10/31/13
Daniel Purus	Network Leader		10/13/31
Christine Olsen	Other <u>ESL Teacher</u>		10/31/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q185 School Name: J185Q

Cluster: _____ Network: 208

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We consult the HLIS, student blue cards, and the student/parent demographic information that is available on ARIS. In addition, our testing coordinator runs the DNLO in order to determine the breakdown of languages spoken by our students and their parents. We refer to these sources in order to determine the amount of materials needed to be translated into the various home languages for dissemination to the families.

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.

The major finding is that in addition to Spanish, Korean and Chinese (Mandarin and Cantonese), there is a discernible rise in the amount of materials we need translated into Arabic and languages from the south Asian subcontinent. These findings were reported to the school community through the School Leadership Team, the Pupil Personnel Committee, and staff meetings.

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 by staff members who speak languages in addition to English and representative of the school community. Members of our staff speak Spanish, Korean, Chinese, Greek, Pashtu, Urdu, Hindi, Arabic, Croatian, Italian, and Portuguese. School documents of high importance are translated by staff for dissemination to school community. School correspondence in these languages is done so that all information going home to all parents/families is delivered simultaneously with that delivered in English. Documents such as school lunch forms, ESL Continued Entitlement and Non-Entitlement/Transition Letters, Parent Surveys, and HLIS are all available in most of the home languages that are represented at our school. In addition, we have provided all of our students with content area glossaries and word to word dictionaries so that their parents may assist the students with their schoolwork at home. Finally, if our school produces documents that are crucial for parents to understand, we send those documents to the Translation and Interpretation Unit for translation. In the past, we have utilized this office to translate documents such as informal parent surveys and important information sent home by classroom teachers.

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 are provided by school staff on an as-needed basis during school hours and at all after-hours school programs to which parents are invited. In most cases, school staff who speak needed languages are non-classroom teacher staff. When a classroom teacher is needed to interpret, an appointment with the family needing the service is made so that the appointment will not conflict with the teacher's/students' instructional time. When ad-hoc interpretation is necessary, all provisions are made to proceed with the school day (i.e. assigning another teacher to cover the interpreter's class) so that both the service and the class may be unaffected. When teachers need to call parents regarding a student's behavior or academic performance, they utilize the Office of Translation and Interpretation Services, or they ask a colleague who speaks the student's native language to assist in making the phone call. During parent teacher conferences, our parent coordinator hires interpreters for the afternoon and evening sessions.

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 complies with the regulation by making sure that all translated materials are ready ahead of time for dissemination at the same time as those materials distributed in English. All oral interpretation services are made available whenever needed and all school functions such as orientations and meetings have intrpreters in as many languages as feasible present at those programs. During orientations for new students, our parent coordinator, school secretary, and assistant principals all inform the parents of their rights to translation services. In addition, the poster from the Office of Translation and Interpretation Services is hanging in the hallway outside our main office.