



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**29Q192**

**School Name:**

**THE LINDEN(RENAISSANCE MIDDLE SCHOOL)**

**Principal:**

**HARRIETT DIAZ**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Linden (Renaissance Middle School School Number (DBN): 29Q192

School Level: 2 Grades Served: 6-8

School Address: 109-89 204<sup>th</sup> Street Saint Albans, NY 11412

Phone Number: 718 479-5540 Fax: 718217-4645

School Contact Person: Harriett Diaz Email Address: Hdiaz@schools.nyc.gov

Principal: Harriett Diaz

UFT Chapter Leader: Richard Bonostro

Parents' Association President: Chantel McBride

School Leadership Team Chairperson: Cynthia Smith

Student Representative(s): N/A

**District Information**

District: 29 Superintendent: Lenon Murray

Superintendent's Office Address: 222-14 Jamaica Avenue Queens Village, NY 11423

Superintendent's Email Address: [LMurray3@schools.nyc.gov](mailto:LMurray3@schools.nyc.gov)

Phone Number: 718 464-1433 Fax: 718 464-1439

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado

Network Number: 534 Network Leader: Ben Waxman

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Harriett Diaz	*Principal or Designee	
Richard Bonostro	*UFT Chapter Leader or Designee	
Chantel McBride	*PA/PTA President or Designated Co-President	
Yolanda Grant	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	
Cynthia Smith	Member/ CSA Rep	
Alan Walden	Member/ parent	
Jamel McKnight	Member/parent	
Bridget Wilson	Member/ parent	
Shanton Rivers	Member /parent	
Ometayo Noisette	Member/UFT member	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Linden (Renaissance Middle School) offers a variety of learning opportunities through an academy focus. Our sixth graders are in the Scholars Academy. The students explore STEM connections with quarterly electives; robotics, Mac Math Lab, and pre-nursing. All students are exposed to visual arts, drama, dance, and chorus. Our seventh and eighth grades focus on literacy and numeracy through an academy focus. The Multi-Media academy has a focus on all venues of media with a strong concentration on robotics, journalism, photography and oral expression.

The Sports and Medicine academy houses our pre-nursing students. Their focus is on healthy minds, bodies and improving the community. The students are directed to recognize and develop increasing awareness of the silent killers; high blood pressure, diabetes, obesity and bullying.

Chi-Eta Phi nursing Sorority sponsors the health fairs, pre-nursing skills, and the characteristics of caring for others.

University Prep academy prepares students for college bound track.

The common theme that connects all academies is science. Every student has a trained science teacher with the support of Urban Advantage. Our newest initiative this year is designed to infuse the STEM concepts into our science and mathematics classes.

All Renaissance students have the opportunity to attend and participate in our afterschool life. Our extensive afterschool programs are designed to support all needs whether it is remediation, enrichment as well as acceleration. Students are well rounded and prepared to compete in diverse high school environments.

During the past few years our social-emotional programs have contributed enormously to the increase in student progress. This year we are opening doors to introduce students to entertainment careers through an afterschool club (E-CAP) experience. We recognize and promote college and career readiness as students participate in eight week projects, video tech, dance, fashion, set design, spoken word, poetry slam, theater, robotics , designing board games, and athletics.

Our parents are active and open learners. We host family curriculum nights which expose parents to the nuances of instruction, trips and showcases. We routinely provide an environment conducive to increasing parent involvement and engagement. This year parents have been invited to participate in bi-weekly workshop to support literacy skills and vocabulary development during the parent engagement sessions on Tuesday afternoons.

On Wednesday mornings, parents are members of DART, data assessment review team. The parents and the teachers look at data, item skills analysis, and methods to support the struggling learner. DART parents present at PTA meetings and at parent/teacher retreats in an effort to increase awareness.

Our teachers are learning to use electronic tools to foster better communication and offer immediate feedback to the parents. This has been a challenge for some teachers who are not fluent with the latest technology. We need additional time and funding to train all the staff members.

## 29Q192 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	512	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.4%	% Attendance Rate		92.7%
% Free Lunch	77.7%	% Reduced Lunch		7.4%
% Limited English Proficient	6.1%	% Students with Disabilities		24.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		92.0%
% Hispanic or Latino	4.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4		11.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		39.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have adopted Expeditionary Learning grades 6-8 and CMP3 for mathematics grades 6-8. The teachers are working together to create extended activities to reinforce the instructional shifts needed for each module. In order to move to effective the school will utilize teaching strategies across all grades, content areas, and classes that incorporate a progression of sequenced and scaffold skills for all groups of students, including special education and English language learners, and use a variety of complex materials appropriately aligned to the CCLS. Data source Priority and Focus Quality Review DSTE aligned recommendation 2013-2014 will be implemented.

### Part 2 – Annual Goal

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

By June 2015, teacher teams will implement common core instructional shifts in all core subjects. This includes rigorous task and engaging students using DOK. This will be evident as seen in student work samples, tasks, classroom observations and teacher-team evaluations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher study groups will align unit and lesson plans across all grades, content areas and classes which incorporate a progression of sequenced and scaffold skills for all groups of students.	Teachers ELA/SS	October 2014- June 2015	Assistant principals, UFT/TC staff developer/Principal
Teachers work in grade teams to review, reflect, and revise learning activities.	Teachers ELA/so	September –June 2015	UFT/TC, teachers, assist principals

### Part 4 – Resources Needed

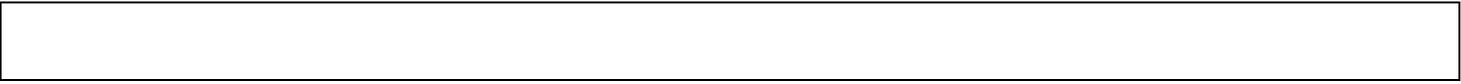
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network instructional support, teacher teams, UFT/TC staff developer

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority, Title 1													

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By the end of January 2015, students will participate in midyear assessments of the modules.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A plan has been developed to infuse the use of the strategies fostered in *Excellence In Teaching* This system maximizes teacher connections to content and the ability to facilitate learning. Teachers will be developed to gain the essential skills to create a positive classroom culture that promotes student success. All teachers will be trained by Spring, 2015 to interpret the facets of this program.

### Part 2 – Annual Goal

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

Enact a plan with structures that set specific measurable goals and use data to check for progress at pre-determined intervals to address or determine student academic and social emotional developmental health needs. By June 2015, the entire school attendance will increase by 2% as measured in the school's annual attendance report.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will meet weekly to discuss student social and emotional development of struggling learners'	Teachers, struggling learners	September-June 2015	Teachers, assistant principal
Students receive positive behavior incentives	Students	September-June 2015	Teachers
RICH Program	Students	September-June 2015	Teachers, Family Worker

#### Part 4 – Resources Needed

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

Common planning time, staff development for Quantum Learning, additional computers, incentive prizes, charter buses, Datacation system

#### Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

#### Part 6 – Progress Monitoring

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

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

Student social and emotional behaviors will be monitored using student surveys, daily attendance data, incidents entered daily in OORS. ATS and Pupil Path will be used to monitor attendance, lateness, and behavior anecdotal by teachers. The family worker, parent coordinator Our mid-point benchmark, January 2015 will consist of student attitude survives and review of incidents entered in OORS. January 27, 2015 administer survey January 30, 2015 review, and revise results from surveys. Look at OORS data, specifically bullying, student to student sexual behavior, leaving school premise/classroom, lateness, cut

During the first Tuesday, other professional assignment, the grade conferences will revise and create the social and emotional plan for the spring term.

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

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	<b>X</b>	Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers will use the software program Datacation as a primary tool in decision making. The use of summative and formative assessment data to regularly adjust instruction will be an essential vehicle to keep parents informed. Teachers will provide frequent feedback to students based on an analysis of their work to ensure that students have specific next steps that they can take to reflect progress. Data source Priority and Focus Quality Review DSTE aligned recommendation 2013-2014.

The MOSL assessments were used to serve as a preliminary indicator to student success. This year the teachers are using prescribed assessment protocols for each month. In this way the teachers receive immediate feedback and students can be regrouped for additional support or independent activities.

### Part 2 – Annual Goal

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

By June 2015, all teachers will be trained using strategies from Quantum Learning which will be the basis of quality feedback to students during instruction and to adjust the content of lesson plans. By June 2015 teachers will be able to interpret data with the tools supplied from Datacation using a variety of assessment protocols supported by the common core curriculum. Teachers will use data to assess each student daily.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will met weekly to learn assessment strategies that support the lesson / task assigned.	All teachers	September –June 2015	Assistant principal, principal
Teacher teams will meet twice a week to develop summative and formative assessments for their departments.	Department teachers	September- June 2015	Principal, assistant principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development, dedication, MOSL planning time, common planning periods

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By January 30, 2015, teachers will be able to show evidence of assessing every student in the required skill or band taught from September-January 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers used strategic decision-making to evaluate progress toward defined goals and make associated adjustments through regular, formalized interim checks against measurable targets to increase the coherence of instructional practices and the quality of teacher team work to support the expectations of the CCLS Data source Priority and Focus Quality Review DSTE aligned recommendation 2013-2014 This year the leadership team grouped the teachers based on needs assessment. We looked at the HEDI scales for each domain and identified the areas for growth. The frequent cycle of observations occurs every three weeks.

### Part 2 – Annual Goal

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

Beginning September 2015, The Principal and assistant principal will meet weekly to review, revise and revisit the observation plan. Teachers will receive timely actionable feedback with strategic suggestions for immediate changes to their practice. The MOSL committee will meet quarterly to discuss assessment selections with administrations. By June 2015, the teachers and administrators will have met weekly to share best practices.

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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly professional development to support Danielson’s framework	All teachers	September –June2015	Principal, Teachers, Assistant Principal
Study group to use assessment in instruction	Select team	December-June	Danielson Group
Professional development using the Quantum program	teachers	November-June 2015	Teachers, coach, principal

**Part 4 – Resources Needed**

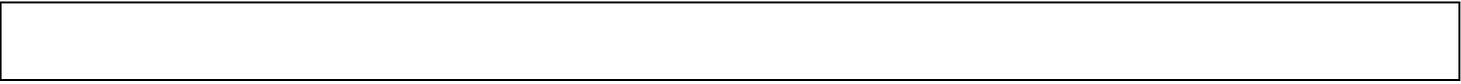
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule adjustments, common planning, professional development funds

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<u>By January 30, 2015 data will reflect that 75% of the teachers demonstrate improvement in areas specified for immediate improvement. The results will be reflected in pupil path.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

#### Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

#### Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Last year we developed a plan to support parents helping their children develop socially and academically in school. We have developed a PBIS program “RICH” Respectful Influential Committed Honest. The students are developing strong characteristics as they strive to become members of the RICH school community. The staff uses pupil path to send instant alerts to parents regarding behavior and learning outcomes. The staff continues to meet in grade level meetings to help every student succeed. Our school surveys reflect a steady positive trend with collaboration between parents, teachers and students.**

Data source Priority and Focus Quality Review DSTE aligned recommendation 2013-2014

### Part 2 – Annual Goal

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

By June 2015, we will develop partnerships with families and community leaders that support all students in a home-school connection.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PBIS program	Teachers, parents, students, assistant principals	September –June 2105	Teachers, assistant principals, principal
Parents as data partners	Teachers, parents	October- June 2015	Principal, teachers, assistant principals
Parent coordinator will attend workshops	Parent coordinator	October- June 2015	Teachers, assistant principal, principal
Students will attend afterschool program to enrich character education	teachers	December- June 2015	Principal, teacher, parents

### Part 4 – Resources Needed

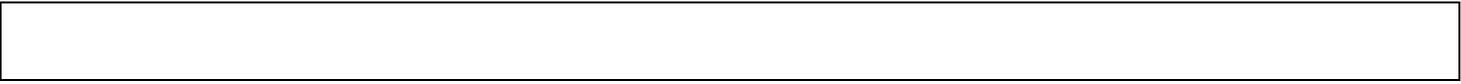
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule adjustments, parent engagement time, common planning, funding

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 1, 2015 increase by 3% parent participation on DART team. This is evident by agendas, attendance, and student work.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	STUDENTS IN THE BOTTOM THIRD	TUTORING	SMALL GROUP	AFTERSCHOOL, Saturday
<b>Mathematics</b>	STUDENTS IN THE BOTTOM THIRD	TUTORING	SMALL GROUP	SATURDAY, afterschool
<b>Science</b>	ALL LEVEL 1 STUDENTS	STEM activities	group	The school day
<b>Social Studies</b>	ALL LEVEL 1 STUDENTS	Theme units	group	afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	COUNSELOR	SMALL GROUP	DURING SCHOOL DAY	DURING THE SCHOOL DAY

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

x	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

School administration will work with DHR to ensure that all teachers are highly qualified.

**2b. High Quality and Ongoing Professional Development**

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

Promote and facilitate CCLS’s aligned student work that reflects the CIE

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process will consist of teacher teams that select MOSL assessments for the school. The Professional development committee will canvas the staff based on a need and inquiry to implement a plan to improve instruction. Teachers will meet weekly to accomplish this task.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal	16,961	x	19
Title I Priority and Focus School Improvement Funds	Federal	251,496	x	21,19,1614
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Linden School 192** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**The Linden School 192** 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 that will improve outreach, communication skills and cultural competency. This initiative will ultimately build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

### **School-Parent Compact (SPC) Template**

**The Linden School 192** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>29</b>	Borough <b>Queens</b>	School Number <b>192</b>
School Name <b>IS 192</b>		

### 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 <b>Harriet Diaz</b>	Assistant Principal <b>Cynthia Smith</b>
Coach <b>Normel Batson</b>	Coach <b>Michael Parkinson</b>
ESL Teacher <b>Tamika Wilson</b>	Guidance Counselor <b>Robert Mattner</b>
Teacher/Subject Area <b>Marie Granthe/Media Specialist</b>	Parent <b>Brigette Wilson</b>
Teacher/Subject Area <b>Marc Denis/Mathematics</b>	Parent Coordinator <b>Greta Nathaniel</b>
Related Service Provider <b>Avril Henneman</b>	Other <b>Cynthia Smith</b>
Network Leader(Only if working with the LAP team) <b>Ben Waxman</b>	Other <b>Timolin James</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>531</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>6.03%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							6	18	8					32
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	6	18	8	0	0	0	0	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	19		1	7		2	6		4	32

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	
<b>Total</b>	19	0	1	7	0	2	6	0	4	32
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3						4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian							4	9	12					25
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	7	3					12
Intermediate(I)							1	0	2					3
Advanced (A)							3	6	7					16
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	6	3			9
8	7	1			8
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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

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

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

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

- 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.  
Our school uses DRA, Slossons, and Reading Fluency based on leveled text to assess the literacy skills of all students. Students are given a recent NYS ELA assessment at the beginning of their admit year and at the beginning of each school year. This information and data is shared with the ESL teacher which helps her to provide differentiated instruction to our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 .Patterns across NYSESLAT modalities affect instructional design. The implications for the school's ELL instruction are that we have to continue to give students activities and practice in speaking and listening so as to maintain proficiency. This plan incorporates additional talk time, questioning and answering techniques, and TPR strategies. Reading and writing is the area that our ELL students struggle in and activities will be planned that help boost students in these areas. Activities such as journal writing, read alouds, independent reading time, monthly book reports, author studies, genre study and block periods for grammar and vocabulary study will be part of the ESL and ELA curriculum. The ESL teacher Ms Wilson, communicates students strengths and weaknesses as indicated by the NYSESLAT exam, NYS ELA exam and classroom assessments and observations. ELA and classroom teachers also administers DRAs, Slossens and Reading Fluency exams in order to help shape instructional design to not only increase NYSESLAT proficiency but to ensure students gain a command of ELA concepts and curriculum. ELA content area teachers(Ms Ruggiero, Ms. Carter, Ms Lewis, Ms. Colonette, Ms. Gibson, Ms Flanagan, Ms Clarke) and ESL Special Education Teacher(Ms. Colonette) also use the same instructional strategies in the content area classroom as are used in the ESL classroom, which helps to reinforce literacy skills.
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](#))
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?
- The patters across proficiencies and grades show that ELLs are faring equal to their English Language peers. ELLs are offered native language tests whenever feasible and available. Our ELLs prefer to take examinations in English with the support of glossaries and by using strategies learned in various content area classes.
- School leadership and teachers use the ELL Periodic Assessments to ascertain how ELLs are faring in the different modalities. Strengths and weaknesses are assessed and school leadership uses this information in programming and placing students in appropriate subject area classes. Teachers also use this information to design lessons and differentiate assignments.
- The Periodic Assessments provide valuable information as to student's progress and growth. The Periodic Assessments are also used to ensure that students are prepared to take the NYSESLAT exam.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
 N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
 The ESL teacher Ms. Wilson conducts workshops to help staff identify the Stages of Second Language Acquisition. Teachers receive professional development and ongoing support from Ms. Wilson, which includes the use of Manipulatives, graphic organizers and other strategies appropriate to ELLs at every stage of second language development.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 Success of academic programs are primarily measured by NYSESLAT , NYS ELA and Math assessment. The school strives for profiency in all subject areas for ELLs but does recognize growth in areas and uses that to determine areas of the program that are successful or nearing desired results. Students also take a DRA, Slossens and Reading fluency as midpoint and final assessments to measure program success in relation to mastering ELA curriculum. These assessments help us to determine if the ESL program is also helping students to succeed in the ELA curriculum.

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](#).)  
Incoming students are administered the HLIS by the ESL teacher, Ms. Wilson. The Pupil Personnel Secretary informs the ESL teacher of a new admission and in the event she is unavailable, the principal (Ms. Diaz), any assistant principal (Ms. Smith, Ms. Hill, or Mr. Gaither), or pedagogue who has been trained in evaluating incoming students (Ms. Granthe, Mr. Trelles, Ms. Service, Mr. Thomas) is brought in to meet the student and their family and to conduct an interview. The ESL teacher or available pedagogue then administers the HLIS and conducts the formal oral interview in English with the student. Depending on the results the determination to administer the LAB-R is made. The LAB-R is administered by the ESL teacher within 10 days of enrollment. Current ELLs are administered the NYSESLAT on an annual basis in the spring. All four modalities are administered by the ESL teacher. The ESL teacher attends training each year on the scoring of the Written portion of the exam and then scores the exam with the help of a pedagogue (preferably an ELA content area teacher) who has received training by Ms. Wilson in scoring this exam.  
response to question here:
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.  
Parents are advised of all three program choices at the time of registration and again at the parent orientations which take place after the administration and hand scoring of the LAB-R. Parents are called by either the ESL teacher, Ms. Granthe (who is fluent in Haitian Creole and Spanish), Mr. Akchar, Mr. Thomas who is fluent in Arabic or Mr. Trelles. Parents are notified of this orientation by letter, which explains their child's LAB-R score, the three program choices, date and time of the orientation, and school contact information. Letters are sent in English and in the parent's preferred language, as indicated on the HLIS. Follow up calls are also made prior to the orientation to confirm receipt and confirm attendance. Invitation letters are sent within 10 days of the student's registration. Parent Orientation DVDs are viewed by parents at the orientation in the language of their choice. Bilingual members of the LAP team are also available to answer any questions.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are mailed and backpacked with the students. Parents are contacted via phone to ensure receipt and attendance at the orientation. Phone calls are made with a staff member who is fluent in the parent's home language so as to ensure understanding. Parent Survey Forms are mailed with the entitlement letters and are completed at the time of orientation with the help of the ESL teacher who can answer any questions. Parents can return the form at that time or within 2 days.
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.  
After Parent Survey and Program Selection forms are returned students are placed in the program of their parent's choosing. If the parent chooses bilingual or dual language, the ESL teacher reviews current demographics to see if the necessary numbers of students exist to create such a program. If the numbers of Parents in the schools do not exist to form a bilingual class, parents are notified of the same. They are also notified that if the school demographics change to allow for the creation of a bilingual program, one will be created and they will be notified and offered an opportunity for their children to participate. If the necessary numbers do not exist, the ESL teacher will search for a school in the district or a neighboring one and provide such information to parents for their consideration. If the parent chooses ESL, the ESL teacher will send a letter confirming the choice to the parent and the student is officially placed in that program. Information is given in parents' preferred oral and written language as indicated in the HLIS and given verbally by bilingual members of the LAP team or with the assistance of the Interpretation Unit.
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.  
A testing team is appointed by administration, which outlines the testing administrator for each modality band. A testing schedule is created for ELLs under the supervision of school leadership. Teachers are advised of this schedule electronically, verbally and in writing. Students are also given testing schedules. Students are tested in small groups to ensure focus and success. Students are tested in modality bands required with Speaking being first as it requires individual administration.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing Parent Survey and Program Selection forms for the 2010-2011 school year 13 parents, representing the 13 admissions for that school year, selected ESL as their first program choice. For the 2011-2012 school year 2 parents, representing the 2 admissions to date, have selected ESL as their first program choice. These 15 parents have selected TBE as their second choice and Dual Language as their third choice. This is after being verbally advised of their program choices at the time of registration, by letter after the scoring of the LabR and through the parent orientation video viewing at the parent orientation. The ESL teacher Ms. Wilson, collects the data on parent choice and communicates that information to the principal Ms. Diaz and other administrative staff.

Program models offered at the school are aligned with parent requests. Parents have been advised of the three program models available to them both verbally and through viewing of the parent orientation video. They have consistently chosen ESL as the program model of their choice. The ESL teacher, Ms. Wilson, will monitor student enrollment and parent choice and advise administration when parent choice shifts to reflect choice in other program models in order to allow for planning in creating a program model that reflects parent choice as well as state and federal mandates.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1 a. Instruction is delivered using a Pull Out Model. Groups of 15 or less students from monolingual classes are pulled out of their classrooms and receive classroom instruction by the ESL teacher, Ms. Wilson
    - 1 b. The program utilizes an ungraded, heterogeneous model with a focus on one linguistic level. Classes are created with the knowledge that mixing linguistic levels that are too far apart are not beneficial to students, ex. Beginner mixed with Advanced. Ms. Wilson, the ESL teacher, creates classes using the NYSESLAT, the previous year's State ELA exam, Common Core State Standards, and her personal knowledge of the children's linguistic, social and developmental levels. ESL classes are taught by one teacher who is state certified in that subject area.
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)?
 

Staff is organized with the mandated number of instructional minutes of students in mind. Programs are created that take into account the required number of minutes required for students at each proficiency level. Beginners and intermediate receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes of instruction. The English only classes have been designed to improve the student's ability to comprehend his or her subject areas.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

The ESL teacher confers with content area teachers and provides content area support to the ELL students. For the 8th grade classes, instructional strategies are implemented to ensure that the students meet the requirements needed to pass state assessment and regent exams. The students are given homework and classroom exams to evaluate their when acquisition of the English language. All written assignments are placed in portfolios. Through these tools, the students may be properly assessed and held accountable for the academic achievement. Our school has an abundance of instructional materials that we use to help out ELL population acquire the skills that they need. The ESL students are taught using the Scott Foresman ESL program and balanced literacy. There are several materials that the ESL teacher uses for small groups and differentiated instruction. Some of the instructional materials that are used are Making Connections for ELL Learners, Launch into Reading for ELL Learners, Carols Comes to Lakeside School, Visions and Vocabulary Connections: a Content Area Approach and the English Now! Program. A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression. In order for students to develop critical thinking skills, problem-solving strategies and the ability to communicate in English, educational programs throughout the school scaffold students' learning as they progress through the stages of language acquisition. The scaffolding techniques that our instructors use are those in A. Walqui's book Conceptual Framework: Scaffolding Instruction for English Learners. These methods include modeling, bridging (connecting new concepts and language, schema building (students weave new information into pre-existing structures of meaning), text re-presentation )recreating concepts and language from one genre into another), and metacognition (the learner steps beyond the experience to reflect on the processes involved).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Bilingual staff are on hand to make sure that students are appropriately evaluated in their native language. Ms. Granthe and Mr. Denis evaluate students in Haitian Creole and Ms Granthe and Mr. Trelles evaluate students in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ESL teacher continuously monitors students in all four modalities throughout the year. Evaluations are both formative and summative.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our instructional plan for SIFE includes initial assessment to determine the students' needs. Individual plans of action will be created to address the individual needs of these students. Most SIFE students and newcomers have problems with rhyme recognition and rhyme generation. They haven't mastered decoding, skills, segmenting, recognizing sight words, reading comprehension and alphabet sounds. Instruction will target these linguistic needs as well as help SIFE students operate in a structured classroom environment which may be lacking.

b. Lessons geared towards beginner student's focus on developing phonic concepts and strengthening phonemic awareness. Lessons also involve students engaging in social interaction through small group activities. This will also children to hear and speak the language.

c. A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

d. Long-term ELLs and students with special needs will get the extra reinforcement they need through the Sound Reading Program and balanced literacy. Students will be engaged in various components of balanced literacy such as guided reading, interactive writing, word work, shared reading and writing. Both the teacher and the student will use academic language to communicate, analyze and explain content. The teacher will model the appropriate language and create opportunities for using academic language. When the students have reached the level of proficiency, additional strategy lessons will be developed from assessments, data and articulation with teachers.

e. Former ELLs continue to receive support from Ms. Wilson the ESL teacher. Ms. Wilson is part of the school testing team and consults with the team to ensure that former ELLs receive continued support in the form of glossaries, separate testing location and additional time.

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?

The IEPs of ELL-SWDs are used to make decisions regarding appropriate instructional strategies and grade level material this population. The use of instructional strategies and grade level materials are reviewed on an individual basis in accordanced with students' IEPs. Some general strategies and materials may be: Computer Assisted Instruction(CAI). Using CAI for writing helps students improve their spelling and vocabulary. Spelling and grammar check provide immediate reinforcement. Teachers of ELL-SWDs also use books on tape, through the Read 180 program, and social studies materials on CD to teach both ELA and social studies. These materials help with students fluency and phonemic awareness. Students use these tapes and CDs individually and we have found this to be an effective strategy for auditory learners within the ELL-SWD population.

Graphic organizers and manipulatives are additional instructional strategies used by teachers of ELL-SWDs to make content comprehensible. Calculators, metric rules, triple beam balances and microscopes are also used in mathematics and science. In the ESL and other monolingual classes ELL-SWDs are paired with general education students to increase english proficiency and increase access to content in the LRE. The ESL teacher attends all IEP/RTI meetings of ELL-SWDs and is part of the instructional design process for these students. IEPs are shared with all teachers, including the ESL teacher. The IEPs, special education instruction and ESL instruction strategies are used to make content comprehensible for our ELL-SWD students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses collaborative team planning to meet the educational and linguistic needs of ELL-SWD's in the least restrictive environment. The ESL teachers confers with the special education teachers, para professionals, speech teachers, psychologist and social worker in order to create a curriculum that meets the needs of ELL-SWD. Weekly inquiry team meetings are another place where strategies and ideas are discussed for addressing the needs of ELL-SWD. The ESL teacher, Ms. Wilson, uses all of this in creating lesson plans and creating environments that serve the needs of our ELL-SWD population in the LRE.

Students are given individual schedules, which take into account their linguistic and cognitive strengths and areas of improvement.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### Courses Taught in Languages Other than English

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

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

Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:				

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

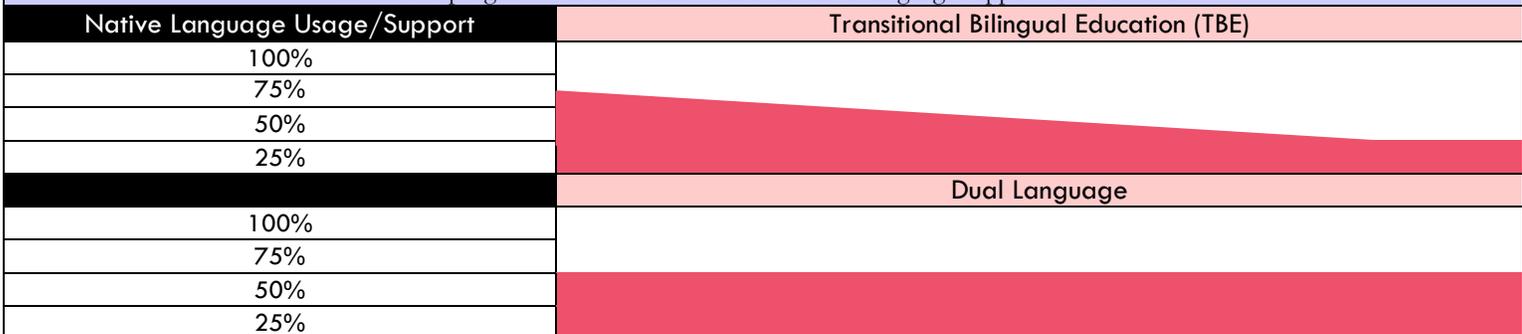
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Our school is committed to the success of our ELL population. ELLs receive targeted intervention in ELA, math and other content areas in many ways. ELA and math interventions are given in 37.5 minute tutoring sessions Monday-Wednesday weekly in groups of 10 or less. . Students are placed in tutoring based on their weaknesses as indicated by using the most recent NYS examination results in ELA and mathematics. Teachers and support personnel who speak the native language assist the students in reaching and maintaining proficiency in all areas.
- Ms. Granthe, who is fluent in Haitain Creole, French and Spanish holds daily early morning literacy, math and homework help sessions to help our ELL students. Ms. Granthe provides ELA assistance during the school day in Haitian Creole, French and Spanish. She helps translate difficult content area words and concepts.
- Mr. Trellis and Mr. Denis provide native language support in Science and Mathematics. He pulls students out in small groups 2 times per week.
- Ms. Bertin, our bilingual para professional, works with the Haitain bilingual ELL-SWD population in the classroom and helps provide targeted content area intervention for them.
- Ms. Noisette, the Science Chairperson, utilizes 2 of her professional preparation periods to provide targeted science instruction to ELLs in groups of 5 or less. Instruction is designed after consultation with other science teachers and the ESL teacher, Ms. Wilson.
- Ms. Fuller, the eighth grade sciene teacher, has a special eduction background and designs instruction with differentiation in order to meet not only the needs of the Special Education population, but of the ELL and ELL-SWD population.
- The Social Studies Department uses videos and other media as a part of regular instruction. These videos allow the children to see and hear the major themes that are being studied. These videos and other media are mainly in English but they help to reinforce written material. Social studies faculty use bilingual media whenever available.
- The Principal's Academy runs on school days afterschool from 2:30-5:30 pm. Students receive targeted, specific assistance in both Literacy and Mathematics, homework help as well as various recreational opportunities. Student are afforded the opportunity academic and social growth. Bilingual teachers are staffed every day of the program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in meeting ther needs of our ELLs in bothe content and language development. Students are meeting projected growth targes in content areas and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements are continuously monitored. At this time are no improvements or programs being considered. This is subject to change as need arises.
12. What programs/services for ELLs will be discontinued and why?
- There are currently no program/services for ELLs that will be discontinued at this time. Programs are continuously monitored for effectiveness and value for the ELLs at our school. Programs will be discontinued when they no longer provide linguistic, social or cultural value to our ELL population.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have access to many different after school services. The ESL teacher and Parent Coordinator confer with families and advise of the numerous Supplemental Educational Services Programs offered. Parents are able to select from a variety of providers to receive small group instruction and in home tutoring. The options available to parents are presented in one on one conferences as well as informational workshops. ELL students also have access to the Saturday Success Program which provides targeted instruction in Math and Literacy.
- Targeted outreach is given to our ELL population to attend the Principal's Academy after school program which offers hot supper, ELA and literacy as well as daily recreational activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students are given access to websites that foster language development via the use of laptops and desktop computers. The school has also subscribed to the Sound Reading program which builds both listening and reading skills through phonemic awareness. This program also serves the needs of our ELL-SWD population with targeted intervention for learning disabilities such as dyslexia.

Students also have access to books on tape/cd. This reinforces their reading, listening and pronunciation skills.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Students are afforded access to a bilingual library in the ESL classroom as well as bilingual books in the school library. The ESL teacher gets newspaper articles in children's native languages to encourage NLA. Children are encouraged to discuss the information that they have read.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services and supports correspond to ELLs' ages and grade levels. Materials are selected that are developmentally and linguistically appropriate.
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.  
Newly enrolled ELLs are afforded the opportunity to attend our Summer Literacy Program which provides support in ELA and math. Written work and assessments help to shape the program for the upcoming school year. ELL students are buddied with peer students to foster social development and assist with the transition to a new school or new grade.
18. What language electives are offered to ELLs?  
At this time there are no language electives available at the school.
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)?

## C. Professional Development and Support for School Staff

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

1. Ongoing professional development is an integral part of the framework for our LAP. Our ESL teacher participates in ESL (NYSTESOL) conferences and networking seminars. She attends monthly or semi monthly ESL training, instrutional support, networking and instructional strategy support through our network.

Training is available to all our staff including assistant principals, common branch teachers, content area teachers, paraprofessionals, gruidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators during citywide professional development days held throughout the year and workshops are conducted by our ESL teacher Ms. Wilson. The ESL workshops dates for this academic year are as follows: November 18, December 16, January 13, February 17 and March 16.

Our literacy and math coaches provide daily assistance to our teachers by providing information on differentiated instruction, scaffolding and other methodologies. An ELL instructional support specialist from the region will provide an ESL/bilingual workshop on one of our 100 minute professional development days.

2. Incoming sixth graders and their parents are invited to an orientation prior to their child entering the school. This provides an opportunity for parents and studens to tour the school and ask questions about our schools' curriculum, scheduling, clubs and organization, after school activites, athletic programs and support services.

The ESL teacher conducts workshops for staff that help them understand the transition period for ELLs as they come into the middle school from the elementary school level. Staff receive instruction on the linguistic needs of the ELL students as they transition.

The ESL teacher, Ms. Wilson, speaks with the ESL teacher of the schools that graduating students will be attending in order to advise them of students areas of strength and weaknesses.

The sixth grade guidance counselor consults with the guidance counselor of feeder schools to arrange visits during the school day by the incoming students and their teachers.

The eighth guidance counselor consults with students and parents advising them of their options for high school programs that will meet their childs' needs. They also speak with students about the high school application process and counsel them about what to expect in high school.

3. All staff receive the required 7.5 hours of training during Professional Development days and Staff Conferences. The ESL teacher, Ms. Wilson, also conducts workshop series' which teach strategies and provide information about ELLS to provide support to new staff. Workshops are given in conjunction with the UFT Teacher center and include such topics as:What is an ELL?:characteristics and needs, Strategies for Creating Content Based Lesson Plans, Using Graphic Organizers and Manipulatives in the Content Area Classroom. Workshops are added, deleted or modified based on staff and population need.

## D. Parental Involvement

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

1. Parental involvement is a vital part of the culture of RMS 192 and especially in addressing the needs of our ELL student population. Our parent coordinator, Great Nathaniel, has parent workshops on various topics related to parents of our ELL population. Parents are given information about advocacy and informational meetings sponsored by the NYC Dept. of Education and the Office of Language Learners. Attendance is encouraged and transportation arranged (i.e carpooling, travel with staff, public transit information) if necessary. When there are sufficient number of parents, the school provides transportation locally via van service. Our Parent Teacher Association is another opportunity for our parents to be active. They have monthly informational meetings. There is ongoing support, including translation services in Haitian-Creole, Spanish, and Arabic for our RMS 192 community.

2. The ESL teacher speaks with parents about their own language needs and provides them with a list of GED and ESL programs offered through the Office of Adult Education. Site information, directions as well as information on navigating the NYC Transit system is provided to parents in order for them to take advantage of these educational opportunities. Parents are encouraged to attend educational programs in order to facilitate their language acquisition as well as provide the opportunity to advocate for their children and assist their children with their English Language needs.

CIANA, which is a Community Based Organization, also conducts on site workshops for parents. Interpretation services are provided at these workshops which are designed to empower and provide advocacy to parents of ELL's. Workshops include:navigating the DOE website, using and understanding ARIS, Your Rights as Parents of ELLs, What to Look for at Your Child's School, etc,

3. The needs of the parents are evaluated by the Parent Coordinator, Ms. Nathaniel. She communicates with parents via workshops, PTA meetings and other events for parents. Ms. Wilson also communicates frequently with parents via telephone and in school visits. Parents are given information about educational programs that may suit their needs as parents at our school are very interested in increasing their own English language proficiency. Community organizations also inform us of the needs of the community as told to them in their outreach efforts.

4. Our parental involvement activities address the needs of the parents by providing them with social and linguistic support. We strive to provide parents with opportunities to participate in their child's education and integration into American society. We understand that in order for parents to effectively address the needs of their children, they must first be comfortable themselves. All staff at the school create an environment that is welcoming to the parents of ELLs and makes them feel included in the school community.

The Parent Coordinator, Ms. Nathaniel and Ms. Wilson, the ESL teacher, work closely with the CIANA case manager. Information about the needs of the parents are shared with the caseworker and she brings the insight of her organization which has experience empowering and advocating on the behalf of immigrants and parents of ELLs.

## E. Additional Information

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

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 29Q192 School Name: IS 192

Cluster: 5 Network: 534

**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**

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

The data and methodologies used to assess our school's written translation and oral interpretation needs are comprised of the following

1. Parent's preferred method of written and oral communication as indicated on the Home Language Information Survey upon student registration
2. Informal parent interviews at the time of registration
3. Parent Language Surveys
4. Parent Orientations
5. PTA meetings
6. Parent Workshops
7. Language Allocation Policy part III which provides student language demographics
8. Ongoing communication between bi-lingual staff and parents

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

Our school has 32 ELL students. Haitian Creole (24 families) comprises the majority of our school's oral interpretation needs with several Spanish language parents. We have three parents who have Spanish oral and written interpretation needs. Our parents (32) have indicated that they prefer written communication to be in English. Correspondence to parents are in English, Haitian Creole and Spanish. Oral translation services in Haitian Creole, Spanish, Ebo and Urdu are available to parents by in house bilingual staff. Findings were shared with the school community in Professional Development meetings.

## Part B: Strategies and Activities

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

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

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. Parents' Preferred Language forms
6. Workshop information
7. Title III After school Applications
8. Special forms (lunch forms, blue emergency cards, health)
9. Permission slips/consent forms
10. High School information
11. Testing and SES information
12. Legal, disciplinary, and safety matters.
13. After School Programs

School staff will provide written translation services in house as necessary. Services of the DOE Interpretation and Translation Unit as well as outside vendors will be used when in house translation services are not sufficient to meet program needs.

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.

Our school has two teachers, two para-professionals and one school aide who speak Haitian Creole, two teachers and two para-professionals who speak Spanish, one teacher who speaks Urdu, and one teacher who speaks Ebo. These staff members provide oral translation as necessary at student registration, parent orientations and workshops, parent teacher conferences and meetings, PTA meetings, IEP meetings or as needed by school.

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

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the oral translation and interpretation services needed to the greatest extent possible. Written parent information and notices will be given in parent's preferred language by using translated documents as found on the Department of Education's website or by using in house staff. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.



**Department of English Language Learners and Student Support**

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

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

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

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

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

Part A: School Information	
Name of School: IS 192	DBN: 29Q192
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 27
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
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: While differentiation of instruction is done a part of regular classroom instruction, it is sometimes necessary go provide additional support to students who speak another language.

Consequently, other modalities of instruction is provided to our ELL population.

Subgroups and grade levels to be served include grades 6, 7, and 8 for students.

0-3 years:

SIFE:

4-6 years:

SWD:

6 plus years:

Schedule and Duration:

Direct instruction is provided to the students in the Early Bird Morning Literacy Program as well as afterschool. This is done Monday to Friday beginning September to June of the schoolyear. The rationale is to strengthen student's reading fluency and writing skills. Students are grouped based on language acquisition from beginner, to intermediate to advanced group. This includes students in grades 6, 7 and 8. The students receive one hour of instruction in the Early Bird Literacy program. Beginners are taught in Haitian Creole, French or Spanish depending on their native tongue. Intermediates receive instruction in English with support in the aforementioned languages.

Students are taught by the ESL teacher and the literacy and research support is supplied by the library media specialist, who is multilingual. Students focus on research projects with a technology component. Students receive help in navigating the internet, search engines and other written research materials to create products rich in academic and content vocabulary. Linguistic support including translation as needed, is provided.

Additionally, students are offered instructional support on Saturday mornings from 9:00AM -12:00PM beginning October to April of the school year. They receive academic support primarily in ELA and in mathematics. Intermediate and advanced students receive instruction from licensed math teachers and literacy support from the ESL teacher. In late Spring of the year, qualified 7 grade 8 students who are eligible for the NYS science test will receive three two hour sessions by a certified science teacher in final preparation for the NYS Intermediate Level Science Test. This will allow for the teacher to focus on their individual needs that cannot be addressed during regular classroom instruction. These sessions will be done after-school and on Saturday morning for a total of six sessions. The language of instruction is

### Part B: Direct Instruction Supplemental Program Information

English with support in Haitian Creole, French and Spanish. The number and type of certified teachers include one ESL and content teachers in mathematics and science who are fluent in the student's native languages. Literacy support is provided by our librarian who is fluent in English, Creole, French and Spanish. The Saturday program is supervised by an assistant principal as is the ESL program.

Types of Materials: The Early Bird Literacy program uses Read 180 which utilizes the student's ability to read leveled text with written support. It also uses the computer to monitor progress and for students to listen to text. SIOP principles are used in lesson planning in the after school and Saturday programs to make input comprehensible and to maximize the student's understanding of various genres. In science, support materials include science prep coach books geared to the NYS ILST. Math coach books are used to supplement math instruction in the Saturday program.

### 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:

\_\_\_\_\_The Title III professional development is used to provide instructional support to any teacher who provides instruction to ELL students. Professional Development is provided to the ESL teacher by the CFN 534, DELLSS, ESL Conferences as well as off-site workshops.

Teachers to receive training: The ELL professional learning community begins with all staff members working with ESL students being provided an overview of ESL strategies and methodologie. Segments of this training is done as a component of the mandatory Monday-Tuesday afterschool professional development.

Schedule and durarion: Professional Development is on-going throughout the year. This includes monthly meetings, after school workshops and SIOP study groups where teachers discuss and practice the implementation of linguistic strategies to increase comprehensible input for ELL students.

Topics to be Covered: ELL Characteristics (what defines an ELL), and Stages of Second Language Acquisition and Activities Appropriate to each Stage, Instructional Strategies for ELLs/ Content Area Strategies for ELLs in CMP3 Math (i.e., graphing, use of calculators, algebraic expressions, geometric functions) and Expeditionary Learning in literacy (i.e., reading skills aligned to the common core that address the strategies such as argumentative essay writing, evidence-based claims, use of graphic organizers to guide writing, close reading of informational text; Four-Square Writing Technique, academic vocabulary across the contents (Frayer), building background knowledge through small group differentiated instruction, CAI and 1:1 instruction, Using Graphic Organizers and Manipulatives in the Content Area Classroom (mathematics, science, technology), Differentiation Strategies for CCLS Based Lesson Plans for ELLs at different levels of mastery (beginner, intermediate, advanced).

**Part C: Professional Development**

Name of Providers: School Administration; CFN 534 staff, ESL Teacher, Literacy Coach and Literacy Lead Teacher, Library Media Specialist and designated Mathematics staff.

**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: Parents must be engaged in all aspects of their child's education. They must understand the services and supports being offered to their child. They also must be given every opportunity to participate in all levels of their child's education including social and cultural integration into the school family.

Schedule and duration: Ongoing from September to June of the school year.

Topics to be covered: Parent Orientation for ELLs, Supplemental Support Programs for Students, How to Help Your Child Be Successful, ARIS support, How to Help Your Child Prepare for the NYSELAT, HS Articulation Process, Use of Skedula, Accessing Community Resources (i.e., bilingual GED programs, educational activities for families), Parent Academy where five Saturday sessions will be offered to help parents understand selected topics in mathematics (CMP3), Expeditionary Learning Literacy and NYS science for grade 8 students in preparation for NYS assessments in those areas. Parents will have also be given an opportunity to work on math skills that the students are exposed to using CAI (computer assisted instruction) in the I-Learn Mac Lab. Parents/children will also be invited to participate in the fall and spring science trips as a part of the school's involvement in the Urban Advantage program as well as encouraged to attend Family Science Night presented by the NY Hall of Science. Additionally, parents will be given tickets for weekend visits to local institutions involved with our Urban Advantage partnership. As is the practice of the school, parents are always invited and welcome to attend any school outings their children are involved in by alerting the parent coordinator of their availability.

Name of Provider: ESL Teacher, Parent Coordinator, designated school content staff, CFN 534 liaisons.

How parents will be notified of these activities: Phone Messenger, Flyers, Mail, Individual Phone Calls

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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