

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

**DBN: (i.e. 01M001):**                   **29Q238**

**School Name:**                       **I.S. 238 – SUSAN B. ANTHONY**

**Principal:**                           **PETER LEDDY**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 29Q238  
School Type: Middle School Grades Served: 6 – 8  
School Address: 88-15 182<sup>nd</sup> Street, Hollis, NY 11423  
Phone Number: 718-297-9823 Fax: 718-658-5288  
School Contact Person: Peter Leddy Email Address: [pleddy@schools.nyc.gov](mailto:pleddy@schools.nyc.gov)  
Principal: Peter Leddy  
UFT Chapter Leader: Juan Tineo  
Parents' Association President: Denise Dick  
SLT Chairperson: Chrisovalantis Gailas  
Student Representative(s): n/a

**District Information**

District: 29 Superintendent: Lenon Murrery  
Superintendent's Office Address: 222-14 Jamaica Avenue, Queens Village, NY 11428  
Superintendent's Email Address: [LMurray3@schools.nyc.gov](mailto:LMurray3@schools.nyc.gov)  
Phone Number: 718 264-3146 Fax: 718-264-3148

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 535 Network Leader: Ellen Padva

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

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

### Directions:

- 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<br>(Blue Ink) |
|-------------------------|---|-------------------------|
| Peter Leddy             | *Principal or Designee  |                         |
| Juan Tineo              | *UFT Chapter Leader or Designee   |                         |
| Denise Dick             | *PA/PTA President or Designated Co-President  |                         |
|                         | DC 37 Representative, if applicable   |                         |
|                         | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                         | CBO Representative, if applicable   |                         |
| Chrisovalantis Gailas   | Chairperson   |                         |
| Jan Halsbond            | UFT Member  |                         |
| Mark Gadson             | UFT Member  |                         |
| Debbie Hafeez           | Parent  |                         |
| Tammy Arnoux            | Parent  |                         |
| Roger Singh             | Parent  |                         |
| Sharomina Jafrien Kaniz | Parent  |                         |
|                         | Member/   |                         |

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

| <b>The Six Elements of the Capacity Framework</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <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.</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• <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.</li> </ul>                  |  |
| <ul style="list-style-type: none"> <li>• <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.</li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li>• <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.</li> </ul>                            |  |
| <ul style="list-style-type: none"> <li>• <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</li> </ul>  |  |

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **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:** 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 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- A. 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.
- B. School strengths, accomplishments, and challenges.
- C. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

I.S. 238 is a diverse middle school consisting of over 1,550 students in the Hollis section of Queens, New York. I.S. 238 is one of the few remaining large middle schools in the district with an enrollment over 1,000. The school building is ideally located on Hillside Avenue, a major street with multiple transportation options, the school services students from directly in the community, as well as many students from Cambria Heights, Jamaica, and Queens Village. Our mission is to provide quality instruction to learners of all abilities.

As a large school we are fortunate to offer our students a range of classes in the Arts. We have four Art teachers on staff and three music teachers. We recently received 120 desktop computers through the RESO A grant. A Visual & Graphic Arts elective was created using a 30 desktops and two 6<sup>th</sup> grade Math classes were each given desktops to incorporate technology into Math. Additionally, we used STVP funds to purchase 60 laptops, which are used in sixth and seventh grade ELA classes and a Bilingual ELA class. Our main challenge is the growth of our English Language Learners, many of whom become stuck on Advanced on the NYSESLAT exam and thus becoming Long Term ELLS, and our Students with Special Needs in the area of ELA.

Our 2013 – 2014 Quality Review was rated Proficient. We saw our most growth with our Students with Special Needs in Math on the New York State Common Core Math exam. Additionally, our Middle School Quality Snapshot lists us as "Good" in the category of moving Students with Special Needs to less restrictive environments. We continue to struggle with our English Language Learners in both Math and ELA and our Students with Special Needs in ELA. Our focus for the 2014 – 2015 school year will be to improve the performance of our English Language Learners in ELA and Math, improve the performance of our Students with Special Needs in ELA, and improve the performance of our lowest performing students in ELA and Math.

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

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

### Part 1 – Needs Assessment

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

While we have made some gains in closing the achievement gap with Students with Special Needs and English Language Learners in Math, we continue to struggle in ELA. Our low performing students also continue to struggle. Our data does suggest that our students do show growth from grade 6 to 8, with our highest percentage of students achieving proficiency to be 8<sup>th</sup> graders. Our participation in the Middles School Quality Initiative continues this year which contains 6<sup>th</sup> and 7<sup>th</sup> grade. We have begun the process to using literacy strategies to help our struggling students overall in all of their classes.

As per our most recent Quality Review:

**Refine teaching practices to ensure that teachers provide multiple curricular entry points for all learners including ELLs and SWDs to produce quality work products. (1.2)**

- Teachers are clearly expressing in discussions and team meetings a cluster of beliefs grounded in the Danielson Framework for Teaching. For example, they are asking questions using the Depth of Knowledge (DOK) levels. Teachers plan and use scaffolds to facilitate instruction in direct response to students’ performance and interests. Grouping strategies are purposeful to increase learning. Several classrooms demonstrate careful planning and sequencing of lessons like the eighth grade English language arts class where the teacher showed a video clip to reinforce a strong lesson about a homeless student who worked her way into Harvard. The school believes that students learn best from mini-lessons followed by guided practice before independent practice and assessment. This has led to higher order thinking skills as demonstrated in writing displayed in classrooms and student workbooks. However, the vast majority of student work, notebooks and portfolios do not consistently show evidence of tiered support that facilitates the greatest student progress. This is particularly the case for English language learners and students with disabilities. This has led to academic under-performance among student subgroups as measured by the most recent baseline assessments.

### Part 2 – Annual Goal

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

- A. Improve growth by 10 percent in students with High Level 1 scores in ELA and Math by June 2015
- B. Improve growth by 10 percent in students with High Level 2 scores in ELA and Math by June 2015
- C. Increase # of students scoring Proficient on the NYSESLAT by 20 by June 2015

### 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:   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities,</li> </ol> |  |   |  |

|   |   |         |  |
|---|---|---------|--|
| <p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>   |   |         |  |
| Creation of individualized student programs. Students will not travel as a class, but separately. Implementation of Word Generation as part of the Middle School Quality Initiative. Use of the MYON Digital Library program. Use of the IXL Math software program.   | ALL   | 9/4/14  | Principal, Assistant Principals, Peer Instructional Coaches, Guidance Counselors           |
| Small Group Instruction assignment as part of the Circular 6 R section of the collective bargaining agreement with the UFT. Teachers will push into special education classes and ESL classes and work with 5 to 7 struggling students to provide extra support during regular class time. Purchase and training of the READ 180 program. | Students with Special Needs, ELL's, and low performing students | 11/1/14 | Principal, Assistant Principals, Peer Instructional Coaches, Guidance Counselors, Teachers |
| Communication through School Messenger phone system, Parent Coordinator emails, monthly Parent Association meetings, backpacked letters home, mailings, and Parent Coordinator monthly calendars  | All parents   | 9/2/14  | Principal, Parent Coordinator, and Assistant Principals                                    |
| Teachers were made aware of the changes last year during faculty meetings. Teachers were given preference sheets for Circular 6 R assignments. Where possible teacher preferences were granted.   | Teachers  | 9/4/14  | Principal, Assistant Principals, Peer Instructional Coaches                                |

**Part 4 – Resources Needed**

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

A network consultant was brought in last year to reprogram the school to create individualized student programs. Peer instructional coaches are provided a stipend and the school receives a 20% of salary allocation for participating in the joint UFT/DOE Teacher Incentive Fund.

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |           |  |           |  |        |
|  |          |   |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

|  |
|--|
| <p><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:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>2. Specify a timeframe for mid-point progress monitoring activities.</p> |
| <p>Baseline performance assessments were given before October 12, 2014</p> <p>Benchmark in ELA will be given on December 17, 2014</p> <p>Benchmark in Math will be given on January 10, 2014</p>   |
| <p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>   |

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

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

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

### Part 1 – Needs Assessment

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

As per the 2013 – 2014 School Quality Guide and Snapshot, we did not “meet target,” in the School Environment section, but rather “approaching target.” Our school results were as following:

| Category                   | 2013-2014 Result    | 2014 – 2015 Meeting Target |
|----------------------------|---------------------|----------------------------|
| Instructional Core         | 87.1% - Approaching | 88.1% to 91.9%             |
| School Culture             | 81.0% - Approaching | 85.2% to 89.2%             |
| Structures for Improvement | 84.8% - Approaching | 85.2% to 90.1%             |
| Attendance Rate            | 92.2% - Approaching | 93.2% to 94.5%             |

We currently have three full time deans, 3 guidance counselors, 4 assistant principals, 1 spark counselor, 1 social worker, and 1 school psychologist in the building to assist with student needs. We continue to have issues regarding the differentiation between what is considered bullying and what are typical discipline infractions. We strive to address issues in their infancy before they become serious infractions

### Part 2 – Annual Goal

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

- D. Reduce the number of Superintendent Suspensions by 10% for the 2014 – 2015 school year by June 2015
- E. Improve our School Environment Metric in School Culture, by 7% by June 2015

### 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:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i>                 | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| <ul style="list-style-type: none"> <li>• Creation of Saturday Intervention Program for students that have difficulty meeting the schools requirements for conduct and effort</li> <li>• Classroom management professional development</li> <li>• IEP reading professional development for staff.</li> </ul>   | Students that are referred by staff for behavioral issues, attendance, | 9/27/14   | Principal, Assistant Principals, Deans, Guidance Counselors  |

|   |  |         |   |
|---|--|---------|---|
|   | and/or lateness                          |         |   |
| ESL & Special Education teachers will attend professional development sessions throughout the year on servicing the social and emotional needs of their students                            | ESL & Special Education Teachers         | 9/2/14  | Principal, Assistant Principals, Teachers                                       |
| Parent workshop with motivational speaker David Flood on November 6 2014.   | All parents                              | 11/7/14 | Principal and Parent Coordinator  |
| Providing students with school expectations and communicating those expectations to parents. Informing staff of the issues that occur and the consequences of the actions for the students. | All students, parents, and school staff. | 9/2/14  | Principal, Assistant Principals, Deans, Parent Coordinator, Guidance Counselors |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Per session for staff for the Saturday intervention program.  |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| 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:   |  |  |     |      |
| 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |  |  |     |      |
| 10. Specify a timeframe for mid-point progress monitoring activities.   |  |  |     |      |
| Compare the number of Superintendent’s Suspensions on January 30, 2014 with the number of Superintendent’s Suspensions at the same point  |  |  |     |      |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>   |  |  |     |      |
| 11.   | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes | X No |
| 12.   | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |      |
| Superintendent Suspension were 29 for the 2014-2015 school year at the January 30 <sup>th</sup> point, which was the same number, 29, for the 2013-2014 school year. To assist in reducing the number of Superintendent Suspensions, changes have been made to hall patrol assignments and bathroom post assignments. |  |  |     |      |

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

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

### Part 1 – Needs Assessment

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

As per our most recent Quality Review:

**Further develop the structures that regularly evaluate and adjust the policies and processes driving the coherence of CCLS integration. (5.1)**

- The teacher teams that were visited had an established practice of documenting and reporting the material that was covered at each meeting. These documents become available to the administration and faculty. Teacher teams work with each other to review student work and develop ideas on adjusting units to more fully implement the CCLS expectations. A talent coach from the cluster works with peer instructional coaches to enhance the necessary instructional shifts. However, the teacher teams visited were not always clear about what teachers need to learn to support student mastery of the CCLS. As a result, administrators were not always able to adjust the use of organizational resources including per session resources and supplementary texts to rapidly improve teacher learning.

As per the 2013 – 2014 School Quality Guide and Snapshot, we did not “meet target,” in the Instructional Core section, but rather “approaching target.” Our school results were as following:

| Category                   | 2013-2014 Result    | 2014 – 2015 Meeting Target |
|----------------------------|---------------------|----------------------------|
| Instructional Core         | 87.1% - Approaching | 88.1% to 91.9%             |
| School Culture             | 81.0% - Approaching | 85.2% to 89.2%             |
| Structures for Improvement | 84.8% - Approaching | 85.2% to 90.1%             |
| Attendance Rate            | 92.2% - Approaching | 93.2% to 94.5%             |

We currently utilize four peer instructional coaches, through the Teacher Incentive Fund, to assist teachers and facilitate professional development. At the beginning of the year the teachers were surveyed, online, on what areas of professional development they required. This information was incorporated into the 2014 -2015 Professional Development Plan. Additionally, our participation with the Middle School Quality Initiative, required many 6<sup>th</sup> and 7<sup>th</sup> grade teachers to attend a one day professional development session on literacy strategies.

### Part 2 – Annual Goal

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

- A. Improve instructional practices to increase the number of teachers receiving a HEDI rating of Effective and/or Highly Effective in Component 3C, Student Engagement, by 20%, by June 2015
- B. Improve instructional practices to increase the number of teachers receiving a HEDI rating of Effective and/or Highly Effective in Component 3B, Questioning and Discussion, by 20%, June 2015

### 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: | <b>Target Group(s)</b><br><i>Who will be</i> | <b>Timeline</b><br><i>What is the start and</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing</i> |
|--|--|---|--|
|--|--|---|--|

|  |                  |                   |   |
|--|------------------|-------------------|---|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change   | <i>targeted?</i> | <i>end date?</i>  | <i>and overseeing the activity/strategy?</i>                          |
| 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).   |                  |                   |   |
| 17. Strategies to increase parent involvement and engagement   |                  |                   |   |
| 18. Activities that address the Capacity Framework element of Trust  |                  |                   |   |
| All teachers have 80 minutes of Professional Development every Monday after school, 2:20PM to 3:45PM   | Teachers         | 9/2/14 – 6/30/14  | Principal, Assistant Principals, Peer Instructional Coaches, Teachers |
| Purchase and implementation of the READ 180 program. Teachers will attend a two day training at Scholastic on December 4 <sup>th</sup> and 5 <sup>th</sup> , 2014, and a trainer will provide training on site on December 17, 2014. | ESL Teachers     | 1/5/14 – 6/30/14  | Principal, Assistant Principals, ESL teachers                         |
| Parents will be sent home a letter informing them of the program. It will also be spoken about in Parent Association Meetings.   | Parents          | 11/1/14 – 6/30/14 | Principal, Parent Coordinator, Assistant Principals, ESL Teachers     |
| Providing staff will all relevant documentation, meeting with teachers and reviewing data, and giving staff the opportunity to defend and/or explain an issue.   | Teachers         | 9/2/14 – 6/30/14  | Principal and Assistant Principals                                    |

**Part 4 – Resources Needed**

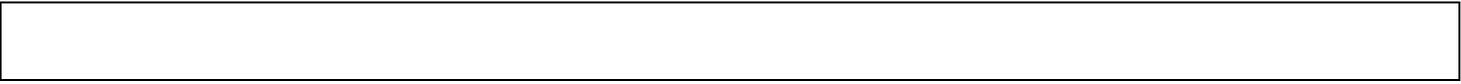
|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Read 180 application.   |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| 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:  |  |   |     |    |
| 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |  |   |     |    |
| 20. Specify a timeframe for mid-point progress monitoring activities.  |  |   |     |    |
| Review of Advance data on all observations on or before January 30, 2015. Meet with targeted teachers on January 15 <sup>th</sup> and 16 <sup>th</sup> 2015 as per stated in their teacher improvement plan. |  |   |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |  |   |     |    |
| 21.  | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes | No |
| 22.  | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |    |



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

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

### Part 1 – Needs Assessment

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

We eliminated the homeroom period to add 25 minutes to the instructional day. All classes are now 45 minutes long, meeting the state requirements. The elimination of the homeroom period freed up 60 teachers to provide small group instruction as their Circular 6 R Professional Duty as per the collective bargaining agreement with the UFT. Small group instruction teachers will be placed in ESL classes and self-contained classes, 3 to 5 periods a week and work with the struggling students in groups no larger than seven. Students will be identified based on NYS exam scores, IEP recommendations, baseline assessment performance, NYSESLAT scores, student grades, and teacher recommendations.

As per the 2013 – 2014 School Quality Guide and Snapshot, we did not “meet target,” in the Structures for Improvement section, but rather “approaching target.” Our school results were as following:

| Category                   | 2013-2014 Result    | 2014 – 2015 Meeting Target |
|----------------------------|---------------------|----------------------------|
| Instructional Core         | 87.1% - Approaching | 88.1% to 91.9%             |
| School Culture             | 81.0% - Approaching | 85.2% to 89.2%             |
| Structures for Improvement | 84.8% - Approaching | 85.2% to 90.1%             |
| Attendance Rate            | 92.2% - Approaching | 93.2% to 94.5%             |

### Part 2 – Annual Goal

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

- D. Improve our School Environment Metric in Structures for Improvement, by 5%, on the Learning Environment Survey by June 2015

### 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:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>27. Strategies to increase parent involvement and engagement</li> <li>28. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| Creation of a program that meets the needs of the students. Individualized student programs to ensure that students are receiving the services they need and providing for a selection of courses in the Arts.  | All students   | 9/2/14 – 6/30/15  | Principal, Assistant Principals, and Guidance Counselors   |

|  |                            |                  |                                    |
|--|----------------------------|------------------|------------------------------------|
| Purchasing the READ 180 system for 60 student licenses to serve the needs of English Language Learners in the bilingual education program.   | 60 identified ESL students | 1/5/5 – 6/30/15  | Principal and ESL teachers         |
| Communication through School Messenger phone system, Parent Coordinator emails, monthly Parent Association meetings, backpacked letters home, mailings, and Parent Coordinator monthly calendars | All Parents                | 9/2/14 – 6/30/15 | Principal and Parent Coordinator   |
| Providing timely and accurate feedback to teachers based on low inference observations. Providing useful and meaningful strategies for teachers.   | Teachers                   | 9/2/14 – 6/30/15 | Principal and Assistant Principals |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| READ 180 application  |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| 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:  |  |   |     |    |
| 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |  |   |     |    |
| 30. Specify a timeframe for mid-point progress monitoring activities.  |  |   |     |    |
| Review of Advance data on all observations on or before January 30, 2015. Meet with targeted teachers on January 15 <sup>th</sup> and 16 <sup>th</sup> 2015 as per stated in their teacher improvement plan. |  |   |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |  |   |     |    |
| 31.  | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes | No |
| 32.  | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |    |
|  |  |   |     |    |

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

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

### Part 1 – Needs Assessment

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

As per the 2013 – 2014 School Quality Guide and Snapshot, we did not “meet target,” in the School Environment section, but rather “approaching target.” Our school results were as following:

| Category                   | 2013-2014 Result    | 2014 – 2015 Meeting Target |
|----------------------------|---------------------|----------------------------|
| Instructional Core         | 87.1% - Approaching | 88.1% to 91.9%             |
| School Culture             | 81.0% - Approaching | 85.2% to 89.2%             |
| Structures for Improvement | 84.8% - Approaching | 85.2% to 90.1%             |
| Attendance Rate            | 92.2% - Approaching | 93.2% to 94.5%             |

### Part 2 – Annual Goal

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

- A. Schedule at least three outside presenters to provide workshops to parents and students throughout the school year.

### 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:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>37. Strategies to increase parent involvement and engagement<br>38. Activities that address the Capacity Framework element of Trust |  |   |  |
| Communicate frequently with parents through mass emailing, phone messages, backpacking of school information, copies of curriculum given to parents, hosting Parent Teacher Conferences four times a year.  | All parents  | 9/2/14 – 6/30/15  | Principal, Assistant Principals, Guidance Counselors, Peer Instructional Coaches                         |
| Bilingual & ESL High School Instructional Forum and Bilingual & ESL Specialized High School Admissions Test information session during the school day and evening.  | Parents of English Language                            | 9/2/14 - 6/30-14  | Principal, Assistant Principals, Guidance  |

|  |                           |                  |  |
|--|---------------------------|------------------|--|
|  | Learners                  |                  | Counselors   |
| Sponsor two Red Cross Blood Drives in the cafeteria during Chancellor's Conference Days and partnership with the Italian-American Society to provide free breast cancer screenings for parents and staff in the month of November. | Female parents and staff. | 9/2/14 – 6/30/14 | Principal and Parent Coordinator   |
| Open door policy for parents throughout the day. Monthly Parent Association meetings. Monthly Parent Workshops.  | All parents               | 9/2/14 – 6/30/15 | Principal, Assistant Principals, Guidance Counselors, Parent Coordinator |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Per session for staff for evening workshops   |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |  |           |  |        |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |  |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| 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: |  |   |     |    |
| 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |  |   |     |    |
| 40. Specify a timeframe for mid-point progress monitoring activities.   |  |   |     |    |
| Presenters are scheduled and parents are made aware of dates and times. At least 3 workshops will have been scheduled by January 30, 2015.          |  |   |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015</b> .  |  |   |     |    |
| 41.   | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes | No |
| 42.   | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |    |
|   |  |   |     |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

| <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>  | All students  | Strategic reading periods  | 3 classes per week, push in by teacher for Circular 6 R duty  | During the school day  |
| <b>Mathematics</b>  | All students  | Math plus periods using IXL  | 3 classes per week, push in by teacher for Circular 6 R duty  | During the school day  |
| <b>Science</b>  | All students  | All students are programmed with an extra 45 minutes of Science every week.  | Regular class   | During the school day  |
| <b>Social Studies</b>   | All students  | All students are programmed with an extra 45 minutes of Social Studies every week.   | Regular class   |  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | IEP, staff recommendations, and as presented by students. | Three guidance counselors, three speech teachers, 1 social worker, and one psychologist, each have a caseload of assigned mandated counselor, related services, and targeted interventions as needed | Services are provided throughout the school day in group sessions and also one to one counseling/intervention | All services are conducted during the school day   |

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

|  |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.   |
| <p>The principal utilizes the New York City Department of Education Teach Finder web application which is maintained by the Office of Teacher Recruitment. The site lists candidate qualifications and allows for the filtering of candidates based on the meeting of advanced selection criteria and other categories. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.</p> <p>We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.</p> <p>We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.</p> |

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

|  |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).   |
| <p>All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> <li>• Monday 80 minute professional development sessions provided by Assistant Principals, Peer Instructional Coaches, and teachers</li> <li>• Engaging staff in PDs that focus supports for our subgroups</li> <li>• Deepening teachers' understanding of using data to focus classroom instructional practice</li> <li>• Participating in the Middle School Quality Initiative Word Generation Professional Development sessions</li> <li>• Participating in the English Language Learners Institute sponsored by the NYC Department of Education Office of English Language Learners and Harvard Graduate School of Education</li> <li>• Creating a structured and research based school Professional Development plan.</li> <li>• Vertical and horizontal supervision of grades and content areas by school leaders</li> <li>• Conducting regular instructional rounds and the full implementation of Danielson's Framework for Teaching which informs teacher needs and tracks progress</li> <li>• Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.</li> </ul> |

### 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.

A Measures of Student Learning Committee was formed in June 2014. The committee met three times and presented their selections to the staff on the September 3, 2014 Chancellor's Conference Day.

#### 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity |
|--------------|--|--|--|
|--------------|--|--|--|

|   |         | FY '15 school allocation amounts.) | has been described in this plan. |                                 |
|---|---------|------------------------------------|----------------------------------|---------------------------------|
|   |         |                                    | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                              | Federal | 788,335                            | X                                |                                 |
| Title I School Improvement 1003(a)                  | Federal |                                    |                                  |                                 |
| Title I Priority and Focus School Improvement Funds | Federal |                                    |                                  |                                 |
| Title II, Part A                                    | Federal |                                    |                                  |                                 |
| Title III, Part A                                   | Federal |                                    |                                  |                                 |
| Title III, Immigrant                                | Federal |                                    |                                  |                                 |
| Tax Levy (FSF)                                      | Local   | 7,709,737                          | X                                |                                 |

**<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:

- C. 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.
- D. 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:

- E. **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).
- F. **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.
- G. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- H. **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.
- I. **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.
- J. **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:

- K. **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.
- L. **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.
- M. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- N. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 238 – Susan B. Anthony** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S. 238** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)

**I.S. 238 – Susan B. Anthony**, 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

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

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

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

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

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

## Part I: School ELL Profile

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

|  |                       |                          |
|--|-----------------------|--------------------------|
| District <b>00</b>                           | Borough <b>Queens</b> | School Number <b>238</b> |
| School Name <b>I.S. 238 Susan B. Anthony</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>Peter Leddy</b>                                       | Assistant Principal <b>Joyce Poyser</b>  |
| Coach <b>type here</b>   | Coach <b>type here</b>                   |
| ESL Teacher <b>Evelyn Martinez</b>                                 | Guidance Counselor <b>Betty Robles</b>   |
| Teacher/Subject Area <b>Carlos Gonzalez/ Bilingual Ed</b>          | Parent <b>type here</b>                  |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Jennifer Boone</b> |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                   |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</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>3</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>3</b> | Number of teachers who hold both content area and ESL certification          | <b>4</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>3</b> | Number of certified NLA/foreign language teachers  | <b>1</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>1</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>1525</b> | Total number of ELLs | <b>198</b> | ELLs as share of total student population (%) | <b>12.98%</b> |
|--|-------------|----------------------|------------|---|---------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

|  |   |                             |                                       |
|--|---|-----------------------------|---------------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes <input type="checkbox"/>            | No <input 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   |   |   |   |   |   |   |    |    |    |   |    |    |    | Tot # |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   | 15 | 17 | 23 |   |    |    |    | 55    |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |    |    |    |   |    |    |    |       |
| self-contained  |   |   |   |   |   |   | 43 | 36 | 34 |   |    |    |    | 113   |
| Push-In   |   |   |   |   |   |   | 8  | 10 | 12 |   |    |    |    | 30    |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 63 | 69 | 0 | 0  | 0  | 0  | 198   |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                                |    |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs                    | 198 | Newcomers (ELLs receiving service 0-3 years) | 129 | ELL Students with Disabilities | 22 |
| SIFE                        | 41  | ELLs receiving service 4-6 years             | 48  | Long-Term (completed 6+ years) | 21 |

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           | 51                | 12   | 0   | 0                | 0    | 0   | 2                                  | 0    | 0   | 53    |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |

| 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      |            |
| ESL               | 78               | 14        | 5        | 48               | 5        | 11        | 19                                 | 0        | 6        | 145        |
| <b>Total</b>      | <b>129</b>       | <b>26</b> | <b>5</b> | <b>48</b>        | <b>5</b> | <b>11</b> | <b>21</b>                          | <b>0</b> | <b>6</b> | <b>198</b> |

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |           |           |           |          |          |          |          |           |
|--|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |           |           |           |          |          |          |          |           |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6         | 7         | 8         | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  |          |          |          |          |          |          | 15        | 17        | 23        |          |          |          |          | 55        |
| SELECT ONE                                     |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| SELECT ONE                                     |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>15</b> | <b>17</b> | <b>23</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>55</b> |

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**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      |          |          |          |          |          |          | 33        | 18        | 14        |          |          |          |          | 65         |
| Chinese      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Russian      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Bengali      |          |          |          |          |          |          | 10        | 9         | 15        |          |          |          |          | 34         |
| Urdu         |          |          |          |          |          |          | 3         | 3         | 3         |          |          |          |          | 9          |
| Arabic       |          |          |          |          |          |          | 4         | 4         | 1         |          |          |          |          | 9          |
| Haitian      |          |          |          |          |          |          | 5         | 4         | 4         |          |          |          |          | 13         |
| French       |          |          |          |          |          |          | 1         | 3         | 1         |          |          |          |          | 5          |
| Korean       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Punjabi      |          |          |          |          |          |          |           |           | 2         |          |          |          |          | 2          |
| Polish       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Albanian     |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Other        |          |          |          |          |          |          | 2         | 2         | 4         |          |          |          |          | 8          |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>58</b> | <b>43</b> | <b>44</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>145</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)     |          |          |          |          |          |          | 19        | 25        | 23        |          |          |          |          | 67         |
| Intermediate(I) |          |          |          |          |          |          | 13        | 9         | 22        |          |          |          |          | 44         |
| Advanced (A)    |          |          |          |          |          |          | 45        | 21        | 21        |          |          |          |          | 87         |
| Total           | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>77</b> | <b>55</b> | <b>66</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>198</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|

**NYSESLAT Modality Analysis**

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

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     |         |         |         |         | 0     |
| 4                     |         |         |         |         | 0     |
| 5                     |         |         |         |         | 0     |
| 6                     | 41      | 10      | 3       | 0       | 54    |
| 7                     | 32      | 4       | 0       | 0       | 36    |
| 8                     | 38      | 5       | 0       | 0       | 43    |
| 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                     | 41      | 10 | 8       | 0  | 3       | 1  | 0       | 0  | 63    |
| 7                     | 28      | 12 | 9       | 2  | 0       | 0  | 0       | 0  | 51    |
| 8                     | 33      | 7  | 5       | 3  | 0       | 3  | 0       | 0  | 51    |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

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

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

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

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.  
IS 238 uses the NYC Department of Education MOSL Performance assessment (pre assessment and post assessment tests). We also use the school wide assessments such as the five week assessment in the content areas as well as the unit tests that are given.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

During the 2012-2013 school year 176 students took the NYSESLAT exam. Seventy (70) sixth graders, forty nine (49) seventh graders and fifty seven (57) eighth graders. In the sixth grade the results were as follows; sixteen (16) beginners, twelve (12) intermediate and forty two (42) advanced students. In the seventh grade nineteen (19) beginners, nine (9) intermediate and twenty one (21) advanced students. In the eighth grade seventeen (17) beginners, twenty (20) intermediate and twenty (20) advanced students.

In the Transitional Bilingual Education program thirty nine (39) students in grades 6-8 took the NYSESLAT exam. 67% scored beginning level of proficiency, 13% scored intermediate level of proficiency and 20% scored advanced level of proficiency. Eleven (11) sixth graders, fourteen (14) seventh graders, fourteen (14) eighth graders. In the sixth grade 6 out of 11 scored beginning level of proficiency, 1 out of 11 scored intermediate level of proficiency and 4 out of 11 scored advanced level of proficiency. In the seventh grade 14 out of 14 scored beginning level of proficiency. In the eighth grade 6 out of 14 scored beginning level of proficiency, 4 out of 14 scored intermediate level of proficiency and 4 of out 14 scored advanced level of proficiency.

Overall in the total of 176 students that took the NYSESLAT exam in 2013, in the sixth grade 23% scored beginning level, 17% scored intermediate and 60% advanced. In the seventh grade 39% scored beginning level, 18% scored intermediate level and 43% scored advanced. In the eighth grade 30% scored beginning level, 35% scored intermediate level and 35% scored advanced level.

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](#))

Teachers use data to drive instruction and to address the problems indicated by the patterns across the NYSESLAT modalities (listening, speaking, reading, writing). The data from the AMAQ reveals our English Language Learners are deficient in the core subject areas. Afterschool instruction is provided 2 days a week 2 hours a day.

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?
- a.) The standardized tests show the ELLs are deficient in both their native language and English. ELLs take the standardized state math exam in their native language and the results indicate that the ELL achievement is comparable to that of the general school population. However, the ELA standardized state test has to be taken in English. b.) We use the ELL Periodic Assessment to influence decisions concerning the scope of our after school tutoring program and the additional services needed for students who fall in the LOTE category. c.) The Periodic Assessments are designed to assess student performance in the following areas, listening, reading and writing. The school has learned that based on the patterns indicated from the data, students struggle with reading and writing. The test which is now aligned to the Common Core has increased in its difficulty level. The native language is used to strengthen language arts skills, using the students first language. The school recognizes the need to provide students with personnel who speak their languages. This indicated the need to work with students in small groups.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here: N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Our students with disabilities that have a one to one paraprofessional are provided with a paraprofessional that speaks their language.

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.).

Paste response to question here:

## Part IV: ELL Identification Process

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

- 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](#).)

The Susan B. Anthony, Intermediate School 238 is located in Hollis section of Queens, New York. This middle school serves a population of approximately 1525 students of which 198 are ELLs. English Language Learners comprise of approximately 12.98% of our population. Our largest population of ELLs comes from Spanish speaking countries. Although the school's largest population of ELLs is Spanish speaking, this community is home to many new immigrants from Bangladesh, Guyana, Haiti and the Middle East. Based on the information from the Home Language Survey our English Language Learners come from families that speak the following languages: Spanish, Bengali, Urdu, Haitian Creole, French, Hindi, Punjabi, Tagalog and Arabic.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. After the paper work is completed, the parents and students are referred to the appropriate grade Guidance Counselor for an interview. This sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

  - Transitional Bilingual Education- ELLs for Spanish speaking countries
  - Freestanding ESL- students placed in monolingual classes and receive services based on LAB-R results
  - Newcomers – non-English speaking ELLs and SIFE students (from non-English speaking countries)

After the interviews are conducted by the Guidance counselors, students are placed in the perspective classes. After students are placed in their classes, the Home Language Surveys are given to our ESL lead teacher to schedule the administering of the LAB-R to our newly admitted English Language Learners. Children of Spanish and non-Spanish speaking countries are assessed within 10 days after registration with the LAB-R by our ESL teachers to determine proficiency levels. Students from non-Spanish speaking countries are assessed in English by and English speaking ESL teacher and students from Spanish speaking countries are assessed in Spanish by a bilingual ESL teacher. All tests that were administered are delivered to the designated site on the assigned date.
- 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.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. The parent Coordinator is present at that time to provide native language assistance and to set up future meetings for assistance in getting acclimated to the community. After the paper work is completed the informal oral interview is conducted by one of the three ESL teachers and the parents and students are referred to the appropriate grade Guidance Counselor for an interview. This sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

  - Transitional Bilingual Education- ELLs for Spanish speaking countries
  - Freestanding ESL- students placed in monolingual classes and receive services based on LAB-R results
  - Newcomers – non-English speaking ELLs and SIFE students (from non-English speaking countries)

After the interviews are conducted by the Guidance counselors, students are placed in the perspective classes. If the criterion is not met, students are placed in the Freestanding ESL program. Entitlement Letters and program selection letters are distributed by the ESL teachers, signed by parents and returned to the ESL teacher. Each ESL teacher stores the returned letters by their caseload in their files.

To support our parents of English Language Learners outreach is provided once a month by our Bilingual Guidance Counselor and Parent Coordinator to further explain the programs available to our ELLs.
- 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 [\[see tool kit\]](#).)

The Parent Coordinator holds a Parent Orientation meeting for new students of other languages as needed. The Parent Coordinator distributes the Program Selection Form as well as the Parent Survey and it is completed at the orientation. It is then

forwarded to the ESL teachers. The ESL teachers distribute the Continued Entitlement letters to the students on their caseload. All these letters are stored in a secure closet.

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

The Program Selection form filled out by the parent is the first criteria used to place identified ELL students in Bilingual or an ESL program. If the parent chooses a program the school does not offer, then parents are given information on outside programs of their choice. They then must decide whether to transfer or to stay at IS 238. If the parent chooses to have their child remain at IS 238, the program that is selected would be Free Standing ESL because IS238 did not have the parents' first choice.

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.

Each year all ELLs are assessed through the NYSESLAT exam and the results enable the ESL teachers to group and service the students. The NYSESLAT results are accessible to the ESL teachers through the ATS RMSR report which identifies students level as "beginner", "intermediate" and "advanced". The ESL teacher refers to the RNMR modality report to document and address each students needs in the areas of Listening/Speaking and Reading/Writing. This report based on the results from the NYSESLAT exam, aids the teachers in providing needed instruction for each student by targeting their area of deficiency.

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. 

Parents of English Language Learners from Hispanic background are given the option to have their child placed in the Transitional Bilingual Program during the interview with the Guidance Counselor. The trend is that 99% of parents registering children new to the country and school system from Spanish speaking countries are requesting for their children to be placed in the Transitional Bilingual classes. 1% of our parents request to have their child/children in monolingual classes from Spanish speaking countries. Parents of English Language Learners from non-Hispanic backgrounds are given the option of having their child/children placed in the Newcomers class or general education classes. These students will receive Freestanding ESL services through a pull-out program. The trend is that 90% of our parents from the Middle East and Bangladesh opt to have their children in the Newcomers program. Some of our SIFE students from Guyana also opt to have their children in this program.

## 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])?
    - a.) Instruction is delivered using the organizational models of push-in, pull-out and self-contained.
    - b.) The program models are a block in which the class travels together as a group, ungraded which is our Newcomers class which is all students regardless of grade in one class and the groups (classes) are heterogeneous, mixed proficiency levels.
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)?

All students regardless of proficiency level, receive eight periods (360 minutes) of ESL instruction with an ESL teacher, in both the Transitional Bilingual Program and the Freestanding ESL program. The beginning and intermediate students receive 360 minutes, the advanced students receive 180 minutes per week. All students in the Transitional Bilingual program receive 45 minutes per day of Native Language Arts instruction.

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 models are whole class with a teacher who moves around identifying struggling students, doing one to one intervention and also small groups are isolated and differentiated instruction is delivered in the classroom setting.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our Bilingual Spanish students take the ELE. At the school level students take unit tests. The bilingual students take the New York State Standardized Math test in their native language. The Native Language Arts teacher assesses the students periodically throughout the year. They do unit tests and five week assessments in their native language. The teacher gives formative (teacher generated) assessments as well as midterm and end of year cumulative assessments.

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

Our English Language Learners take the NYC Periodic Assessment which tests their listening, reading and writing skills. Also the NYSESLAT which tests their listening, speaking, reading and writing skills.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a.) A Newcomers class has been implemented to meet the needs of our SIFE (non-hispanic and Caribbean students) and newcomers from non-hispanic countries to meet their academic needs. Students are taught the fundamentals in English and Mathematics in this class for one year, one teacher and one push-in ESL teacher. Literacy, Reading and Social Studies are taught by the teachers in a co-teaching environment. To ensure that the proficiency and academic levels of our ELLs are addressed, differentiated activities are a part of all

student lessons either via web based activities, leveled libraries, intentional collaborative groupings (high and low level students working together and students who share the same language, with the teacher facilitating) and project based activities.

b.)English Language Learners who are in the United States for less than three years and who have not received scores that are at or above proficiency on the NYSESLAT will remain in the Transitional Bilingual Program of the Newcomers class and continue to receive services and after school tutoring.

c.)English Language Learners who have been receiving services for four to six years would continue to receive services in an ESL class with the support of ESL methodologies and strategies.

d.)Our long term English Language Learners, students who have been receiving services for six years or more would be provided extra tutoring and services from the School Based Support Team. An evaluation would be recommended to be done by the School Based Support Team.

e.) Students that are former ELLs receive support for two years from the testing date that they scored proficient on the NYSESLAT exam. These students have the option of remaining in the ELL program or transitioning into a traditional general education class. While in their classes, students are given the continued support to ensure academic success.

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?

For our students that are identified as English Language Learners as well as students with disabilities, the teaching strategies and materials used for this subgroup will be the same as those used for students that have comparable levels of proficiency as determined by the NYSESLAT .

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 subgroup of English Language Learners that are students with disabilities have access to extended day extra help on Tuesdays and Wednesdays, after school tutoring in ELA and Math, adjustments to the pacing calendar for the curriculum area, testing modifications such as extended time, separate location and those that have a one to one paraprofessional are assigned to someone that speaks their native language.

### Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area    | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts: |                            |  |                    |                            |
| Social Studies:       |                            |  |                    |                            |
| Math:                 | 6,7,8 Bilingual            |  |                    |                            |
| Science:              | 6,7,8 Bilingual            |  |                    |                            |
|                       |                            |  |                    |                            |
|                       |                            |  |                    |                            |

### Courses Taught in Languages Other than English ⓘ

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

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

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

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

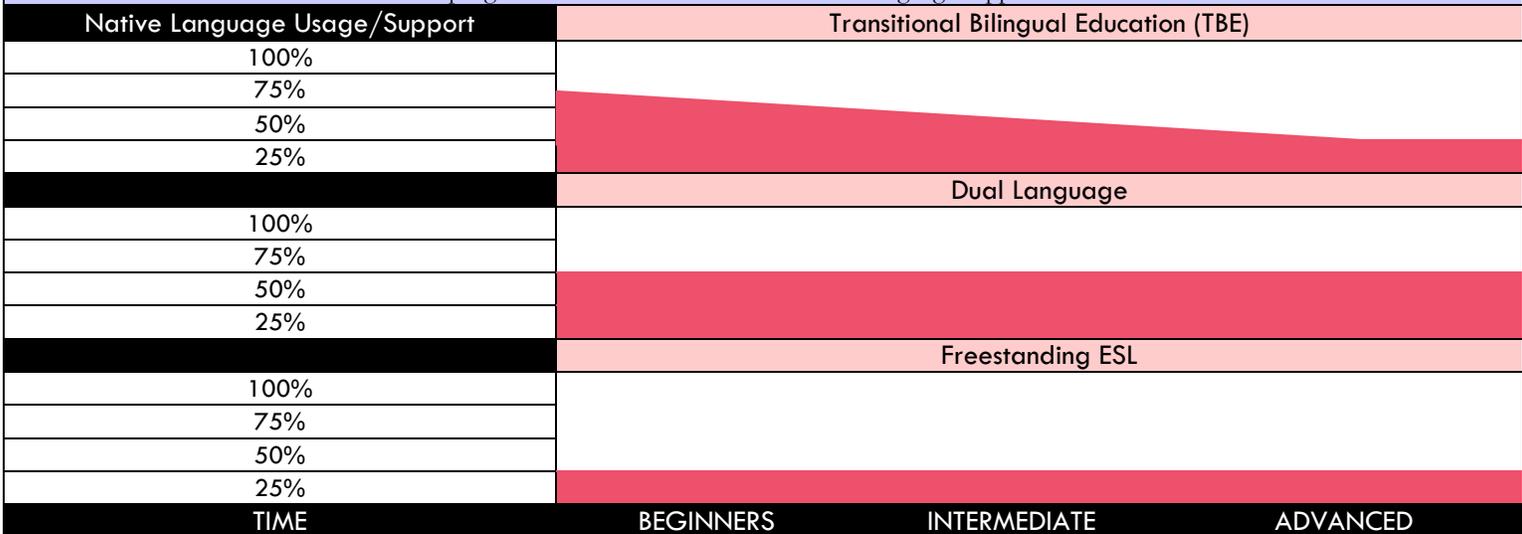
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Transitional Bilingual and Freestanding ESL students will be given access to small group tutoring sessions and an ESL after school program. They will continue to receive push-in and pull out services that will impact struggling students. Assessments are analyzed to monitor the progress of all targeted students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of the program is illustrated through analysis of the data and further intervention options are explored as needed.
11. What new programs or improvements will be considered for the upcoming school year?  
New programs or improvement being considered for the upcoming year are to use a computer based reading program, Read 180, implement after school tutoring sessions in which students have paraprofessionals who speak the native languages of the students that would work along with the teacher and enhance language development.
12. What programs/services for ELLs will be discontinued and why?  
There are no immediate plans to discontinue any services that are working effectively to enhance the achievement of ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Flyers announcing academic enrichment or school wide productions are made available to all students (general education, students with disabilities, bilingual and freestanding ESL students).  
Winter shows involving chorus, stage art, technology and dance are open to all students including ELLs. Tutoring programs in math and ELA are offered to supplement the academic instruction delivered to students during the regular school day.  
The Sports and Arts program and Project Boost provide opportunities for students to engage in sports as well as additional tutoring. Project boost, Teen Center and the Dream Program are also opened to the ELL population.
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 utilize technology related materials such as computers with child friendly websites that are accessible to children and their parents such as Scedula, ARIS works and Pupil Path. Special codes are available to computer websites so students can have individual access.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native Language Arts is delivered to our Transitional Bilingual students. Beginning, intermediate and advanced students receive forty five minutes per day of Native Language Arts instruction. Also, some of our students with disabilities have been assigned a paraprofessional that speaks their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Services and resources are supplied based on how the classes are broken down. Students are separated into classes based on grade levels. Hence there are three bilingual classes (6, 7, and 8 grades). Additionally students are placed in 6, 7, and 8<sup>th</sup> grade ESL classes and instruction is delivered accordingly. Placement is based on both age and grade level. Beginning, Intermediate and, Advanced students are placed together in heterogenous groups. However, appropriate differentiation and peer interactions are used strategically by the teachers to support and address needs of students
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
.At the beginning of the school year, all students and their parents are required to attend the "Curriculum Nights" conducted on different dates for orientation of 6<sup>th</sup> through 8<sup>th</sup> grade students and their parents. School personnel including (Supervisors, Guidance counselors, Parent coordinator, etc.) are available to clarify procedures dealing with curriculum, extracurricular activities, and address parent question and concerns. Bilingual personnel are available for translation purposes at these events. New ELLs are exposed to other school wide initiatives such as "Fathers, bring your sons/daughters to school Day", the opportunity, to join the school band, choir, dance, and technology clubs is offered to all students including the ELLs-SWDS and ESL. Students are given tours to familiarize them with the location of important places within the school (cafeteria, library, etc)
18. What language electives are offered to ELLs?  
**Creative writing**
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. There are four (4) Instructional Coaches in the building. These coaches are available to work with all teachers including teachers of ELLs- SWDs, Bilingual, and ESL in core subject areas (Mathematics, English Language Arts, Social Studies, Science). Weekly Departmental Meetings for all subject teachers are held. Instructional coaches work with the teachers at Departmental meetings, on implementation strategies for curriculum alignment to the Common Core State Standards. Common Planning periods are built into the school program to ensure that all teachers get to collaborate at the subject and grade levels. Issues dealing with the Common Core State Standards are systematically addressed at the meetings.

Calendar of Professional Development dates:

November 13, 2013 Monthly ESL Network meeting

November 14, 2013 Addressing the Needs of ELLs

November 16, 2013 Essential Support for English Language Learners

December 11, 2013 SLOP Training

January 9, 2014 (RTI) and SLOP Model for English Language Learners

January 23, 2014 Training for NYSITELL Administration (Replacement for LAB-R)

February 3, 2014 LOTE (Lead with Languages)

2. Workshops and professional development support are specifically and systematically provided for administrators and teachers involved in ELL programs through the appropriate Network (CEI-PEA CFN 535). Facilitators of these workshops place a strong emphasis on the alignment of the curriculum to the Common Core State Standards. The school favors the "Push -in" model for instruction as it exposes ESL teachers to the content for the subject area as well as strategies. Frequent team teaching is encouraged as part of this model. A series of Professional Development sessions are available for members of the Council for Administrators and Supervisors (CSA) through their Executive Leadership Institute (ELI). The Association of Assistant Principals (AAP) also provides workshops to support ELL supervisors.

3. Teachers attend Professional development sessions offered at the Network and Union levels during the school day. Network personnel are invited to the school to have meetings with administration and clarify new initiatives that affect ELLs. Administration is responsible for "turn-keying" information to teachers. Teachers are encouraged to ask questions to remove misconceptions and clarify issues.

4. Agendas for the training meetings teachers are required to attend, are retained as evidence of the hours of training received. Certificates of attendance will be distributed as hours of training are completed. Specially prepared Power Point Presentation will be made available for staff to satisfy training requirement. The video with training activities will be shown during the bi-monthly Faculty conferences until "training hours" requirements are satisfied

## 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. "Father take your son/daughter to school days" invite involvement from parents. Often parent participation is significant. Parents have the opportunity to establish contact and collaborate with other parents. Parent teacher conferences and monthly PTA meetings coincide with the celebration of the "Student of the month" award giving event. Parents become involved in these events and "show up" to encourage their children. Parents have the opportunity to accompany their children on the educational trips planned by their childrens' teachers.

2. The school has provided space for a "Parent Academy" for non- English speaking parents. Parents of ELLs are encouraged to participate. The school now has information to inform parents about the opportunity to sign up through the Office of Adult & Continuing Education for Region 3, to take classes for language development (ESL), Further Education (GED), etc. (SCHOOLSNYC.GOVCHOICESENROLLMENT/ADULTED and DPEART@SCHOOLS.NYC.GOV)

3. Home Language Identification Surveyb as well as oral conversations and interviews. The school has two bilingual Guidance Counselors available to assist in determining the language needs of the parents.

4. They are encouraged through the involvement to be a "stakeholder" in the school community; taking an active interest in the school as it impacts the lives of their children. English Language learning opportunities provide enablement as they can look forward to more confidence in communication and become participants; motivating and promoting their children's development as English language learners.

## 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.

The goal of the school to enhance English language acquisition and guide students toward proficiency as well as the rigor required by the CCSS, is strengthened by the fine Arts teachers wher pictures and drawings of objects may further strenghten vocabulary development. The music program and student access to the keyboard and other instruments fine tune the appreciation of sounds. Descriptive writing is encouraged even in the Art and Music.

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

DBN: 29Q238 School Name: Susan B. Anthony (IS 238)

Cluster: 5 Network: CFN535

**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 from the Home Language Identification Survey (HLIS) is examined and analyzed in order to assess the school's translation and oral interpretation needs. The bilingual Guidance Counselors also conduct oral surveys

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

There are nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education. These are referred to as the "covered languages". A student's primary language means the primary language spoken by a student's parent or guardian, The current Languages in the school are Spanish, Haitian Creole, Urdu, Hindi, Arabic, Bengali, and Tagalog. The findings of the school's written translations and oral interpretation needs are reported to the School Leadership Team which is a representation of the stakeholders in the school community. Copies of Surveys are stored in binders and access is available for school personnel.

## 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.

Specific letters and general information are available and accessible to schools in all nine of the Common Languages acknowledged by the Department of Education. The school will utilize the services of in-house personnel, (paraprofessionals, teachers, guidance counselors, and other English proficient school staff). Outside vendors will be used when it is deemed necessary

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

Oral interpretation services will be provided by an outside contractor when the language need cannot be met by school personnel in the school community. If the language interpretation needs can be met within the school setting then the needs will be addressed by the qualified personnel previously identified.

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>.

The requirements for translations and interpretation services needed for adequate and timely parental notification, will be addressed by qualified personnel in the school using the resources available (as previously described). Chancellor's Regulation A-663 "establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their children". According to the Regulation, the Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements. The school ensures that appropriate personnel receive the required training.



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

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 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

| Part A: School Information   |             |
|--|-------------|
| Name of School: I.S 238 - Susan B. Anthony   | DBN: 29Q238 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy                      |
| Total # of ELLs to be served: <u>90</u>   |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 6  
# of content area teachers: 0

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: Susan B. Anthony currently has 223 students identified as requiring ESL services. 40% of which have received one year or less of service. Combined with the number of students receiving three years or less of service, 70% of our students have received less than 3 years of service or no service at all. 14 % of the students that were administered the 2012 - 2013 NYSESLAT achieved the standard of proficient. 13% of the students that were administered the 2013 - 2014 NYSESLAT achieved the standard of Proficient.

The purpose of the Direct Instructional component of the Title 111 grant at Susan B. Anthony - IS 238 is for this school to develop and offer a rigorous instructional program for ELLs that will lead to these students meeting the requirements for graduation. This program will also have the effect of causing ELLs to make progress towards acquisition of the English language, as measured under the Title 111 AMAO accountability.

Students in grade levels sixth, seventh, and eighth will be serviced using a combination of two of the three possible program activities. Beginner, Intermediate, and Advanced students will be serviced. Services will be delivered using a combination of two of the three possible program activities. There will be a combination of After School and Saturday Programs to represent at least 60% of the total allocation

Students will receive direct instruction from three certified ESL teachers. The instruction will take place after school on Thursdays and on Saturdays.. There will be a total of 15 hours of direct instruction over the two days provided by the three teachers. The after school program will begin on December 4, 2014 and end on April 4, 2015. Instruction will be delivered in English. The total allocation of Title 111 funds for Direct Instruction will be at least 60%. Current per session rates will be used and are as follows:

Teachers - \$51.51

Guidance - \$55.38

Supervisors - \$52.84

The compensation for Direct instruction from service providers under the Title 111 Supplemental Plan will be based on number of days (Thursdays -2:20PM - 4:20PM and Saturdays 9:00AM - 12 :00PM )

## Part B: Direct Instruction Supplemental Program Information

between December 4, 2014 and April 4, 2015 and the number of hours of instruction.

The curriculum to be used for the Direct Instruction Supplemental Program will address the requirements of the Common Core Learning Standards (CCLS); particularly for English Language Arts. Due attention will be given to the required rigor of the CCLS. The Danielson Framework will be used. The school wide Instructional Focus: "To Improve Student Performance Through Thinking and Writing Across the Curriculum". The Professional Development sessions and Instructional supervision will focus on promoting scaffolding of difficult texts to address the needs and realities of the State Examinations. The computer-based programs that will be used to supplement the instruction, are mentioned below. The assessment aspect of the computer-based programs is of great curricular value. The assessments are built into the programs, are directly linked to the assignments, and are used to provide relevant, timely, and effective (research based) feedback for teachers and students. The curricula of these research based computer programs support differentiation of instruction. Students will be assessed to determine their "Just Right" or current lexile level. Their "instructional level" will then be determined based on their actual lexile levels. This type of curriculum has the potential to bring a guaranteed level of reading success.

Teachers will supplement instruction with the use of Read 180, Cengage Software, and Flocabulary computer application. Additionally, students will also have access to the MYON digital library, that will provide reading materials at their current individual lexile levels.

The person providing the workshop sessions has ESL certification and is the "Lead ESL teacher" at Susan B. Anthony School - IS 238. There are 86 participating teachers. This number includes content area teachers and certified bilingual/ESL teachers who are also the Title 111 service providers. The duration (time) of each session is 1 hour 55 minutes. The topics and anticipated dates of each session are as follows:

- a) Content and Language Development Objectives - November 11, 2014
- b) The importance of pre-teaching vocabulary - January 12, 2015
- c) Strategies to use with ESL students in the regular classroom setting - February 9, 2014

## Part C: Professional Development

### 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: Our Lead ESL teacher will attend Network PD sessions and also work with the Network ESL person during school hours. The Lead ESL teacher will then turnkey ELL teaching strategies once a month during the Monday Professional Development time for teachers, as per the current Collective Bargaining Agreement, in conjunction with the school Peer Instructional Coaches covering each of the core subjects. The Lead teacher participating in the professional Development will attend the following three workshop (made available through The Department of English Language Learners and Student Support -DELLSS):

a) Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom - February 6, 2015 (from 9:00 AM to 3:00 PM)

b) Institute for Languages Other than English (LOTE) Teachers - January 13, 2015 and March 4, 2015 9:00AM - 3:00PM

c) Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6–10) - December 9, 2014 from 9:00 AM – 3:00 PM

The following three workshops will be presented by the Lead ESL teacher at Susan B. Anthony School - IS 238. These workshops will be held 2:20PM - 3:45PM.

d) Content and Language Development Objectives - November 11, 2014

e) The importance of pre - teaching vocabulary - January 12, 2015

f) Strategies to use with ESL students in the regular classroom setting - February 9, 2014

### 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

#### Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parent engagement activities will be provided by the parent coordinator and bilingual Guidance counselor for the school according to the following schedule:

- a) PTA "Welcome Back" Meeting - September 10, 2014 (6:30PM)
- b) Parent Workshop "Back to School Basics" -September 11, (8:30AM)
- c) DTYCTS"Dads Take Your Child To School" Initiative Breakfast - September 16, 2014 - (7:30AM)
- d) Parent Teacher's Conference #1 "Family Night" - September 18, 2014 (5:PM - 8:00PM)
- e) Parent Workshop:"(ESL & Bilingual) High School information Forum"- October 16, 2014 (6:30PM)
- f) Parent Workshop: "(Spanish) High School Information Forum" - October 28, (6:30PM)
- g) "American Red Cross with/Susan B. Anthony's Blood Drive, (Spanish & Bengali)" - November 4, 2014
- h) Parent Workshop: David Flood (Motivational Speaker) - November 6, 2014 (6:00PM - 8:00PM)
- i) "Mobile Breast Cancer Screening - Spanish/Bengali". November 26, 2014 (9:00AM - 5:00AM)
- j) "Winter Holiday Family Show" (Date to be announced)
- k) (Year long plans for additional parent engagement activities are "in the making")

The school uses the Resources available for translation and interpretation services as far as possible. Translators are also available to attend our meetings from the Translation and Interpretation Unit, upon request.

Many parents of ELLs are ELLs themselves. The focus of the parent engagement portion of the program will be to educate the parents on what their children are currently learning in their classes, what is covered during the after school program, the progress of their children, current learning strategies, ways to assist their children with their school work, and information regarding local programs that can assist them and their children with obtaining citizenship, the new deferred action policy, health services, etc... Separate parent workshops will be conducted by a bilingual guidance counselor and staff for parents of bilingual and esl students. Example: Two workshops for the High School Admissions process and the Specialized High School Admissions Test will be conducted in October 2014 for Bilingual Parents.

Parents will be notified through backpacked letters sent home with students, mailings, direct phone contact by school staff, and messages delivered through the School Messenger system.

**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<br>(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<br>(Object Code 199)   | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |