Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **28Q287**

School Name: **THE EMERSON SCHOOL**

Principal: **JAKUB LAU**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 28Q287

School Type: Zoned School Grades Served: 6-7

School Address: 108-35 167th St Jamaica, New York, 11433

Phone Number: (718) 938-5168 Fax: (718) 657-4807

School Contact Person: Email Address: 28Q287@schools.nyc.gov

Principal: Jakub Lau

UFT Chapter Leader: Marion James

Parents' Association President: Charm Roomes

SLT Chairperson: Tara Sulur

Student Representative(s):

District Information

District: 28 Superintendent: Mabel Munez-Sarduy

Superintendent's Office Address: 90-27 Sutphin Blvd Queens. NY, 11435

Superintendent's Email Address: Msarduy@schools.nyc.gov

Phone Number: (718) 557-2618 Fax: 718-206-2748

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado

Network Number: 534 Network Leader: Colavito, William/ Waxman, Benjamin

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jakub Lau	*Principal or Designee	
Marion James	*UFT Chapter Leader or Designee	
Charm Roomes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ayesha Eldrige	Member/Parent	
Laura Granum	Member/Parent	
Tracy Carmichael	Member/Parent	
Njeri Shields	Member/ Parent	
Latina Lewis	Member/Assistant Principal	
Dez-Ann Romain	Member/Teacher	
Tara Sulur	SLT Chairperson/Teacher	
	Member/	
	Member/	
	Member/	
	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.

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. The Emerson School is a second year middle school with a diverse student body compromised of 6th and 7thgrade students. The school will have its full complement of students beginning in September 2015 with its first graduating class in June of 2016. Our school seeks to create a stimulating learning community that inspires all students. Students are provided with a curriculum that emphasizes experiential learning, character development and prepares them for future academic and professional endeavors. Our school consists of stakeholders who are active participants in creating an environment that promotes collaboration, high expectations and prepares our students to be independent thinkers and life-long learners. The school has partnered with the Beacon Program that is hosted in our building, the CHAMPS program, the NBA to host a NBA Fit Clinic, the Alpha Phi Alpha Intercollegiate Fraternity, and Uncommon Schools as part of the Impact Program. In addition, our guidance counselor has developed a peer mediation program and a mentorship program for our scholars to mentor kindergarteners at a local K-6 school. We are also in the process of developing a partnership with the NYPD Explorer's Program.
2. The school's primary strengths are the strong culture of high academic and behavioral expectations, modeled on the practices and procedures of the Uncommon Charter School Network. Last year, the school was able to successfully establish a student government, develop a unified curriculum, and have a large percentage of students make a year's growth on the NYS ELA and Math exams. Our challenges for this year and next are continuing to grow capacity as we continue to add grades, and to provide all our teachers the necessary professional development to successfully implement our year-long instructional focus on questioning and discussion techniques as we continue growing as a faculty.
3. Last year was the school's first year. The primary focus was establishing the culture and expectations for the school's founding class. This year, as high academic and behavioral expectations have become ever-more embedded, we are focusing on developing the curriculum and instruction to provide a rigorous Common Core aligned and experiential education for all of our scholars.

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.
• MOSL data indicates that students have the ability to identify data but struggle to interpret and analyze it in order to draw conclusions • Weekly content-team meetings in ELA and Math indicate that teachers need support in creating questions and discussions at a DOK level 3 or higher. • Teacher feedback from in-house surveys show that teacher desire support in areas surrounding questioning and discussion

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.
By June 2015, all members of the Emerson Learning Community will have a clear understanding of how to create questioning and discussion techniques designed to promote student thinking, rigor, and alignment to the Common Core Learning Standards as measured by a cumulative rating of effective in 3b of the Danielson rubric, using questioning and discussion techniques

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
ELA and Math content-area teams will meet weekly to discuss the creation and implementation of higher-order questions and discussion topics. These content-meetings will focus around looking at student work and data and troubleshooting areas that teachers and students are struggling with.	All teachers, with an emphasis on ELA and Math teachers	September 2014-June 2015	ELA and Math leads. All teachers are responsible for implementing strategies
Grade teams will meet weekly to discuss grade-specific issues regardless of content area. Big ideas for each grade will be targeted along with specific strategies such as graphic organizers, small-group	All teachers	September 2014-June 2015	All teachers with an emphasis on those teaching

instruction, and other differentiated resources to target high-need students			high-need students such as SWDs and ELLs
Teachers will share curriculum and lesson-plan resources on ATLAS Rubicon. Teachers will build on common resources to differentiate for their students and target specific needs	All teachers	September 2014-June 2015	All teachers
Teachers will use Skedula to record information about the standards that they are using to plan their assignments and lessons.	All teachers	September 2014- June 2015	All teachers will use Skedula

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for common planning, Professional development and workshops around strengthening questioning and discussion in the classroom, ATLAS Rubicon, Skedula.

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, at least 50% of teachers will have a cumulative rating of effective in 3b of the Danielson rubric, using questioning and discussion techniques.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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.
• A building-wide school survey indicated elevated levels of bullying ad safety concerns amongst the students • Some students with IEPs require mandated support services • Student that are referred to the Response to Intervention team may require additional socio-emotional support. • The Emerson School's vision emphasizes character building by investing students in "creating an environment that promotes collaboration"

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.
By June 2015, 100% of Emerson scholars will have participated in at least 3 school events or programs designed to provide students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for success in middle school, high school, and college. This will be measured by student attendance and participation in the aforementioned school events and programs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• All students will participate in an advisory program at least once a week that targets character building and socio-emotional development through activities centered around exploring personalities and issues in a non-academic setting	All students	September 2014-June 2015	Advisory teachers
• A peer mediation program will allow fellow students to work on conflict resolution amongst their peers. Ten designated students will be trained in conflict resolution and with the supervision of the counselor/school	All students especially those that are	November 2014-June 2015	School psychologist/counselor, students that are part of the peer-mediation

psychologist, will resolve minor conflicts that arise amongst their peers			program
• Students, especially those that are mandated for counseling, will receive counseling services to promote their socio-emotional development and ensure that academic progress is not hindered by socio-emotional conflicts.	All students especially those with at-risk services	September 2014- June 2015	School psychologist/counselor, RTI team
• A building-wide anti-bullying campaign will be implemented that addresses issues of safety and bullying in the building. Students will "take a stand" against bullying by placing their handprint on the wall and make a pledge to do their part to stop bullying	All students in all three schools in the building	September 2014-June 2015	Schools psychologist/ counselor, deans from IS8 and YECA, student councils from all three schools

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development for staff on advisory, time, funding for school-wide campaigns.

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
By June 2015, 100% of students will have participated in at least one activity that targets socio-emotional development				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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 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.
• MOSL data indicates that students have the ability to identify data but struggle to interpret and analyze it in order to draw conclusions • Standards for the 6th and 7th grades require students to be able to create arguments and express those arguments in writing across content areas. Therefore, the curriculum is designed to target those skills and teachers have to be informed on how to deliver instruction centered around those standards • Teacher observations indicate a need for developing assessments that target argumentative writing and respond to student data.

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.
By June 2015, all teachers in the Emerson Learning Community will receive the appropriate training and support to deliver instruction that emphasizes argumentative writing and an ability to express mathematical and scientific concepts in writing as measured by a cumulative rating of effective in 3d, Using Assessment in Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Weekly content-team meetings emphasize student work analysis. Student work is discussed with the purpose of improving assignment by increasing rigor, where appropriate, and eliminating generalized questions which students could answers without appropriate evidence.	All teachers	September 2014-June 2015	ELA and Math leads. All teachers are responsible for implementing strategies. Emphasis will be placed on providing this support for new and struggling

			teachers.
Professional development opportunities to develop assessment in instruction are provided in-house via content team meetings, grade meetings, new teacher committee meetings, and professional development committee meetings. Additional opportunities are provided by the network, Uncommon Schools, and the district. The school has split up its professional development into 4 cycles (two per a semester). Further out of building professional development is identified for individual teachers and groups of teacher based on classroom observation and administrative review of student work products.	All teachers	September 2014-June 2015	ELA and Math leads. All teachers are responsible for implementing strategies. Emphasis will be placed on providing this support for new and struggling teachers.

Part 4 – Resources Needed

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

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
Progress towards achieving the goal will be addressed in professional learning teams at the end of the second cycle of professional development. In addition, progress will be discussed individually with teachers during mid-year check-in conferences regarding their individual goals for the school year.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
• Both administrators are new to their roles as of the beginning of the 2014-2015 school year • Training is designed to provide the administrations with the appropriate resources and tools to support the instructional needs of the school and the staff.

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.
Throughout the 2014-2015 school year, both of the Emerson School administrators will attend a series of professional learning opportunities that will increase their capacity to provide effective instructional and administrative leadership.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Principal will attend professional development hosted by the Relay Graduate School of Education Instructional School Leadership. The focus will be on developing instructional skills and building culture to drive better outcomes for students	All students	September 2014-June 2015	Principal
• Assistant principal will attend the Executive Leadership Institute to continue professional development around the Common Core Learning Standards, Quality Review process, and school law	All students	September 2014-June 2015	Assistant Principal
• Both administrators will attend a series of professional developments throughout the 2014-2015 school year hosted by Uncommon Schools that focus on building high	All students, staff, and administrators	September 2014-June 2015	Both Administrators

expectations for students, creating a strong school culture, and achieving the standards outlined in the Common Core Curriculum			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time, funding for Professional Development opportunities

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Progress will be monitored by the administrators achieving the end of the year goals and the PPO visit				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.
• Parent surveys given at the beginning of the year indicated a need for parent education around Common Core standards, reading strategies, and socio-emotional support for their children.

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.
By June 2015, the Emerson School will host at least 7 parent workshops and 2 community events in collaboration with the Emerson Learning Community, including but not limited to the PTA, in order to invest stakeholders and foster a welcoming environment for all members.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• The principal in conjunction with the parent coordinator will be holding discussion groups with parents at least once a month. These discussion groups will give parents an opportunity to interact and engage with each other, staff, and students around topics such as internet safety, reading strategies, and socio-emotional support.	Parents, especially parents of at-risk students	September 2014-June 2015	Principal, Parent Coordinator
• Students in the 7th grade will be going to P.S. 40 weekly to mentor kindergarten students. Students will have an opportunity to interact with younger students. In addition, an end of the year barbeque with P.S. 40 will foster interactions amongst community members	Students at P.S. 40, 7th grade Emerson Scholars	September 2014- June 2015	Counselor/School Psychologist, 7th grade instructors
• Parents are invited and encouraged to attend school-wide community-building events such as an International Festival, Career Day, and Spring barbeque.	All parents	September 2014-June 2015	All school personnel, especially parent

			coordinator and administrators m
•			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time, community outreach with parent-education programs, academic resources, funding for parent event resources, funding to invite people for 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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, the Emerson School will have hosted at least 1 community event and 3 parent workshops in order to foster a welcoming environment and invest stakeholders.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports.	School-wide close reading strategies, vocabulary strategies, repeated readings and annotations	One-to-one and small group	During the school day, before school, and after school
Mathematics	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports	Graphic organizers, close reading strategies for word problems.	One-to-one and small group	During the school day, before school, and after school
Science	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports	Graphic organizers, close reading and annotation strategies, and vocabulary strategies	One-to-one and small group	During the school day
Social Studies	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports	School-wide close reading strategies, vocabulary strategies, repeated readings and annotations	One-to-one and small group	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Response to Intervention Team determines students that are at risk and require at-risk services.	Counseling, Saturday programs,	One-to-one and small group	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.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited and retained in a variety of ways, including but not limited to: 1. Hiring fairs, resumes sent to the school, and recommendations: 2. Networking with principals in the district, network, and via professional organizations. 3. Partnerships with New York City Teaching Fellows and Teach for America. All teachers new to the NYC DOE receive mentoring from tenured teachers that is documented via the Mentor Tracking System (MTS). Teacher recruitment is founded on the goal of finding highly effective, highly qualified teachers. Teachers are recruited in a variety of ways, including but not limited to hiring fairs, resumes sent to the school, and recommendations.

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).
Professional development opportunities to develop assessment in instruction are provided in-house via content team meetings, grade meetings, new teacher committee meetings, and professional development committee meetings. Additional opportunities are provided by the network, Uncommon Schools, and the district. The school has split up its professional development into 4 cycles (two per a semester). Further out of building professional development is identified for individual teachers and groups of teacher based on classroom observation and administrative review of student work products.

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.
At the beginning of the year, all assessment option were discussed and agreed upon by the MOSL committee. Content specific assessments are discussed and agreed upon at content team meetings. Professional development on the use of assessment data are provided by the administrative team and network support staff via in house and out of building PD opportunities.

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

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

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$105,781.00	X	All Goals
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	n/a	n/a	n/a

Title III, Part A	Federal	$76.00 (Translation Only)	X	5b
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	$1,572,149.00	X	All Goals

[1]**Explanation/Background:**

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 28	Borough Queens	School Number 287
School Name The Emerson School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Jakub Lau	Assistant Principal Latina Lewis
Coach	Coach
ESL Teacher Guy Ramsbottom	Guidance Counselor
Teacher/Subject Area Ludnie Desire/Common Branch	Parent Clarence Davis
Teacher/Subject Area Dez-Ann Romain	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	106	Total number of ELLs	7	ELLs as share of total student population (%)	6.60%

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	**Newcomers (ELLs receiving service 0-3 years)**	3	**ELL Students with Disabilities**	
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	2

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	3	0	0	2	0	0	2	0	0	7
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

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

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

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

   P.S.287 uses a variety of assessment tools to help assess the early literacy skills of our ELLs. These include the DRA, Achieve 3000 Running Records and EdPerformance. These assessments are given throughout the year. The data compiled from these assessment tools allow the teachers to keep a continual eye on the progress of the students. By using the data, in conjunction with data from other

assessments such as the state ELA, math and science exams, MOSL exams and class grades, teachers can create an appropriate individualized action plan for future instruction of the student.The ESL teacher has benefitted greatly during the first couple of months of the academic year from attending workshops on how to use data effectively. These workshops have helped the teacher use data as a formative tool.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   All of our students are classed as advanced except for one necomer who is a complete beginner accroding to the LAB-R. The data patterns do not reveal any summative data that is specific to the instruction in our school because the students were not in our school at the time of assessment.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Not available at this time.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a) We are a new school with one grade so we are unable at this time to assess patterns across the grades. Students are not tested regularly in their Native Language but they are encouraged to write in their Native Language as part of the ESL curriculum. The work is then assessed by a teacher who knows their Native Language. The Native Language work shows that student are applying strategies learned in ESL to their Native Language. Native language support is offered in the form of bilingual dictionaries, bilingual glossaries and bilingual software. Students are also partnered with students who share the same first language if possible.

   b) The school leadership and teachers are using the periodic assessment data to make appropiate modifications to the current curriculum. The assessment data also helps to determine whether test scores are reflective of the students true progress as measured by class work and teachers anecdotals. If there is a descrepency between what the student knows and the grade they attained in the periodic assessment, then the teacher knows to work on the student's exam taking techniques.

   c) The school will take the results of the periodic assessment in consideration for instruction when the results from such assessments become available. We are forming a committee to look into assessing student periodically in their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The ESL teacher has worked closely with the content teachers to introduce ELL specific differentiation strategies. All lessons include text that has been leveled for the ELL student. All students also have bilingual glossaries specific to the lesson or module being taught. The students also have constant access to bilingual dictionaries and thesauri. A recent development has been the introduction of better visual supports within the class so that beginner students can better comprehend the content. Teachers' lesson plans should also reflect homogeneous language grouping for ELLs.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   The success of the ESL program is evaluated by monitoring progress on summative assessments such as the state ELA and math exams, meeting AYP as well as report card grades. Scores on the NYSESLAT exams are also used. In addition, teacher-created formative and summative assessments, such as scores on tests, student work, and projects are used to monitor progress. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   All newly admitted students are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents native language and they complete the form with the assistance of a trained pedagogue. We have access to interpreters of low incidence languages (i.e. German and Bengali) and bilingual pedagogues are able to assist native Spanish, French and Haitian Creole speaking parents. In addition to the HLIS the ESL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student's guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to assertain the the student's English profiency level. The ELL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for the English Language Assessment Battery Revised. For those students who are eligible to take the LAB-R, the assessment is administered within the first ten days of their enrollment in the school. The rough scores of the LAB-R are used to initiate tentative ESL services for students. The eligibility process is always conducted by a licensed pedagogue. In addition, results from previous years' NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ESL students who have already been identified as an ELL in their previous school.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   After identifying students eligible for ELL services, entitlement letters and continued entitlement are sent home in the mail, notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   If selection forms have not been returned within 10 days then the ESL teacher will attempt to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpereter in the form of another teacher or assistance will be requested from the interpertation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent. All forms returned to the school will be scored with the student records.
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.
   Once an ELL has been identified and the parental choice received, the ESL teacher will assign the student to the appropiate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point of time the ESL coordinator will help the parent look for the program they reuqire in another school or their child can participate in the school's ESL program until another program is created. All communication will take place in the parent's native language if they are not comfortable using English. At the start of the academic year, the school sends out entitlement letters to the ELL parents. Copies of

these letters are kept in the school's ELL compliance binder.

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.

   During the academic year the ESL coordinator will keep a list of all ESL students as well as potential ELLs. These names will be cross referenced with the RLAT ATS report. The potential ELLs will be classed as those students who have taken The LAB-R and their raw scores indicate that they qualify for ELL services. During the NYSESLAT testing window, time will be made during the school day to pull out the ELL students and give them all four modalities of the NYSESLAT. Only one modality will be given in one day and the classroom will be isolated so that testing conditions can be maintained. All modalities will be administered in line with the rules and regulations of the most recent testing memo.

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.

   P.S.287 is a new school and as such we have no data from previous years. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since we currently do not hane any parents requesting bilingual or transitional bilingual programs we have yet to create either. Parents who do select such programs, and do not want ot be on the waiting list, are assisted by the ESL coordinator and guidance councilor in finding a place in a program in another school. Over the next few months, we are planning to send the ELL teacher to a workshop that details how to impliment a TBE or Dual Language Program so that we are prepared if the need becomes evident.

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) The ELL students are spread between two classes. The ESL teacher pushes in on both classes during content instruction. The ESL teacher collaboarates with the content teachers so that maximum differentiation is provided.

b) Instruction is provided in English with native language support. Although the schedule varies each day, each day involves a push-in model with groups that are grade level homogeneous and language level heterogeneous. .

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 push-in services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The ESL instructional minutes do not encroach upon the instructional minutes of content clases, such as ELA and math, because they are all delivered by the ESL teaching pushing in.

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.

Content area instruction is delivered in English by general education staff in forty-five minute periods, with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction. In the last year the school has purchased programs that will enhance content area learning acquisition of the ELL population. The first program is the Great Source Access ESL Newcomer Program to be used with ELLs new to the NYC system. The school has also purchased NYC Core Curriculum; ELA Classroom Library Native Language Collection; language: Bengali/English. This will help raise the reading level of our Bengali speaking students.

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

The ELL teacher makes sure that each core content teacher is equipped with the necessary assessments in every ELL's native language. These assessments are a combination of teacher made tests and past state exams. This allows those students who intend to take their state assessment in their native language to have the opportunity to practice dealing with both the format and content of the test.

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

The ESL teacher ensures that the ELL students are tested in all four modalities by incorporating all four modalities into each lesson. Writing is tested through work products and notes made in class and reading is assessed through teacher observations of different reading strategies (read aloud, jigsaw reading etc.). The ESL teacher also assesses the students listening and speaking skills through the observation of student interactions during group and partner discussions. In addition to this, the teacher will also give explicit periodical assessments to gauge learning in each of the four modalities.

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

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the ESL teacher has assessed areas of weakness they will then work closely with the student's content teachers to create strategies that specifically help the student in the identified areas. Once an action plan has been created, it will be implemented by the student's cluster teachers, as well as the ESL teacher with regular reviewing occurring during ongoing inquiry meetings.

b) Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of

students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, through the use of software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year.

c) & d) For ELLs receiving services 4 - 6 years, and for long-term ELLs, assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. The school administers the periodic exams to all students to specifically pinpoint the exact areas in which the student is struggling. This allows the teachers to expand on the information offered in the NYSESLAT. The focus will befor teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. These are some of the components that enhance our daily teaching routines.

e) Former ELLs will be given assistance on an individualized basis. The ELL teacher will work closely with the content teachers to create an action plan that will help address any areas where the former ELL might still need assistance. The ELL teacher will also ensure that all teachers are aware of the testing accommodations to which former ELLs are still entitled. Former ELLs will also be encouraged to sign up for all extracurricular programs open to ELLs..

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   The ESL and content teachers all have access to the students' IEPs on the SESIS system. For ELL students with special needs, the IEP is used to guide accomodations in both instruction and testing. The teachers make note of the specific accomodations needed for each individual student. There is also ongoing communication between the teachers and related services personnel. They both meet as a means of exchanging strategies and sharing assessment data to help the students perform on a differentiated grade level. English language development is accelerated through differentiated activities specifically designed to target language acquisition.

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?

   All of our ELL-SWDs are in the least restrictive environment. The fact that the ESL teacher pushes in to these classes results in the student receiving instruction in the environemnt most conducive to his or her learning style. Theis also allows the ESL teacher to work closely with the classroom teacher so that they can provide instruction that meets both the ESL needs of the student as well as those specific needs addressed in the student's IEP.

Courses Taught in Languages Other than English

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

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

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

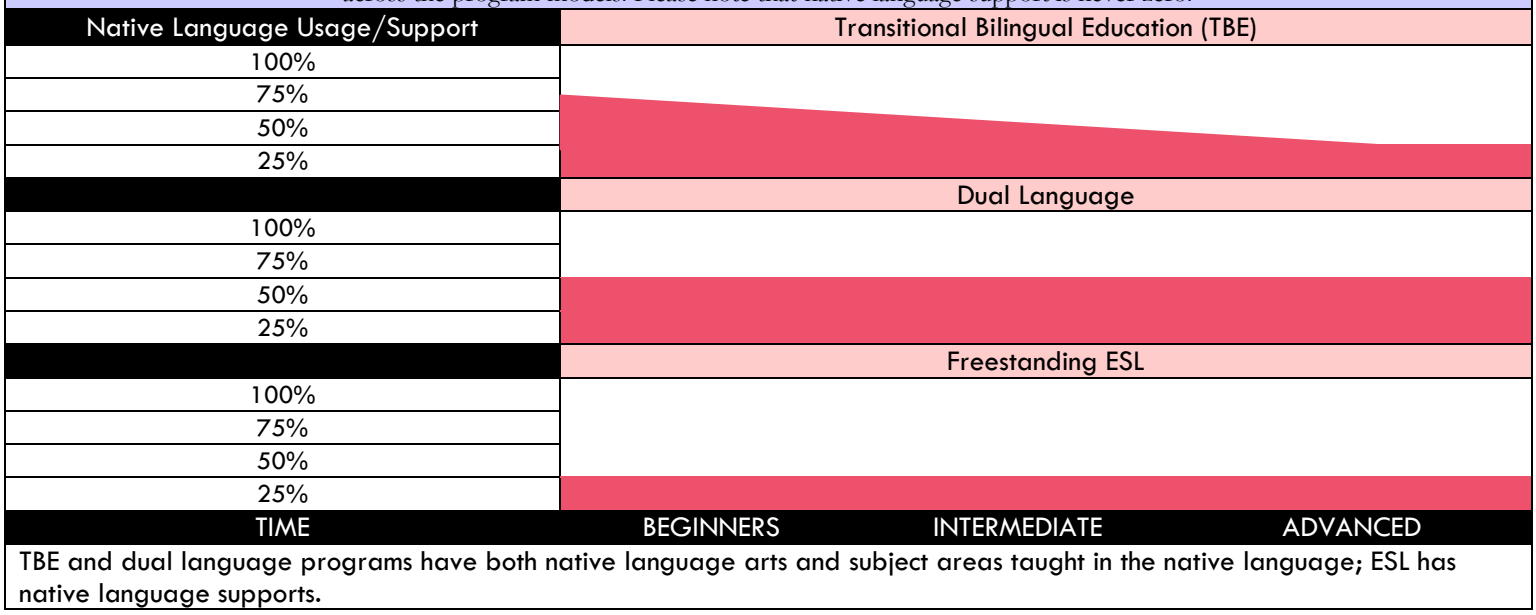
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language •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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.

The following intervention programs are available to all ELL subgroups and are conducted in English:

6th Grade ELA –	Academic Intervention Services Wilson Reading (for beginners) Achieve 3000 Saturday Success Academy Specialized High School Prep (for 8th graders)
6th Grade Math -	Academic Intervention Services Saturday Success Academy Lunch time math tutoring

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

Our data only goes back two months due to the fact that we are a new school, but we can say that the current ESL program is effective in that all our class assessment demonstrate improvement so far for this year.

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

This is our first year. but our main focus is to refine the alignment of our ELL program with the CCLS.

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

No programs or services will be discontinued.

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

ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information is then also relayed by the ESL teacher for clarity of information.

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

The ELL students have regular access to their own laptops. They use these for work in ELA and Math and for access to Achieve 3000. The content teacher also makes use of a smartboard during regular instruction. Over the next year we are looking into setting up listening centers in each classroom. We also plan to purchase electronic bilingual dictionaries and thesauri for ELL students to use during regular instruction. In the last year the school has purchased programs that will enhance content area learning acquisition of the ELL population. Thd first program is the Great Source Access ESL Newcomer Program to be used with ELLs new to the NYC system. The school has also purchased NYC Core Curriculum; ELA Classroom Library Native Language Collection; language: Bengali/English. This will help raise the reading level of our Bengali speaking students.

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

Native language support is provided in the form of English and Native Language dictionaries, books and audio books. Each ESL classroom also has flashcards for essential vocabulary in addition to environmental study aids such as globes, maps, charts and content alligned manipulatives. Where possible, content teachers also provide native language support in the form of direct instruction in the student's native language. Additional native language support is also offered through the implentation of a buddy system. This involves pairing a student with a student who speaks the same L1 but is more advanced is English. This allows a primary support system within the ESL classroom. Students who are going to take their state exams in their native language are assessed throughout the school year in both English and their native language.

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

Services support and resources directly correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned to grade level standards.

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.

Our school is currently liaising with elementary schools in the area with the end goal of implementing orientation days for futre prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any resources that might be needed to assist the child's learning. We are also looking into the feasibility of introducing a Summer Jump Start program for incoming 6th graders, to assist them with reading and writing during the summer

months.

18. What language electives are offered to ELLs?

    Currently students are not offered language electives within the school curriculum.

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)?

    N/A

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) The ESL staff participate in numerous monthly outside Professional Development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ESL personnel also attend regular network meetings as well as BETAC (Bilingual Education Technical Assistance Center) workshops. During our monthly faculty conferences, different staff members and outside speakers will present topics to support teachers with effective instructional strategies. The ELL staff also presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies and differentiating ELL instruction. Teachers also meet regularly to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. Additionally the ESL staff also attend cluster meetings so that they can conference with the teachers of specific ESL students. ELL personnel also attend support PD for ELL related paperwork such as Part 154; LAP or BESIS. These sessions are also provided by the school CFN.

Calendar of PDs

January 31 - SIOP Workshop
February 5 - SIOP Workshop
February 12 - SIOP Workshop
February - Network Meeting
March - Network Meeting
April - Network Meeting
May - Network Meeting
June - Network Meeting

2) The teachers of ELLs are offered professional developments and workshops that specifically help them to support ELLs as they engage in the CCLS.

3) Currently we only have a sixth grade which means that they will not be going to high school for a couple of years. Next year we will look into attending workshops that specifically address helping students transition from middle school to high school.

4) The ESL teacher participates in numerous monthly outside professional development opportunities, the contents of which are then relayed and shared with the staff during weekly academy and departmental meetings. Some of topics in the trainings included the Math Colloquial Series, Bilingualism, and the teaching of literacy to ELLs. The ESL teacher also facilitates Lunch and Learns that specifically concentrate on training teachers to effectively differentiate for their ESL population.

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) At P.S. 287 ELL parents are encouraged to be involved meaningfully in their children's education. All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA and the School Leadership Team. They are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School Night, and parent –teacher conference days to discuss their child's academic progress. If requested by the parents, teachers are available to meet with them individually. Family Game Nights and Family Movie Nights are also provided spcifically for the parents of our ELL population. ELL parents are also invited to come to the school and participate in one on one reading sessions with their child. The parent coordinator also provides parents with information about adult English learning opportunities available in the community.

2) P.S. 287 is looking to partner with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is also looking into introducing a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.

3) Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents. All the data received is then looked at by the school leadership team and the ELL teacher. Using this data they then create appropiate workshops to address the needs of our ELL parents.

4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. We evaluate the needs of the parents through surveys, conducting oral interviews, and phone calls. This provides us with information on parent involvemnt issues and concerns. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event, so that the success of each event can be monitored, and if changes need to be made they can be noted for next time. We are currently working on providing ESL classes to our ELL parents. We are also going to schedule a math night that specifically addresses how our parents can help their children in making the transition from math using their native language to math using English.

E. Additional Information

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

Part VI: LAP Assurances

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
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01