

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

DBN: (i.e. 01M001): 29Q289
School Name: QUEENS UNITED MIDDLE SCHOOL
Principal: RICHARD RODER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grades 6-7 School Number (DBN): 29Q289
School Type: Middle School Grades Served: 6, 7
School Address: 229-02 137th Ave, Queens NY 11413
Phone Number: 718-723-3501 Fax: 718-723-3507
School Contact Person: Richard Roder Email Address: RRoder@schools.nyc.gov
Principal: Richard Roder
UFT Chapter Leader: Michelle Rand
Parents' Association President: James Tatum
SLT Chairperson: Bryan Alexis
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
District 29 Office @ PS/IS 295Q
222-14 Jamaica Avenue ~ Room 217
Superintendent's Office Address: Queens Village, New York 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718 264 3146 Fax: 718 264 3148

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 209 Network Leader: Marlene Wilks

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Richard Roder	*Principal or Designee	
Michelle Rand	*UFT Chapter Leader or Designee	
James Tatum	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marissa Badgley	CBO Representative, if applicable	
Melissa Sheppard-Nakos	Member/Teacher	
Melissa Gendler	Member/Guidance Counselor	
Michelle Rand	Member/Teacher	
Nadine Lancaster	Member/Parent	
Marjorie Grey	Member/Parent	
Bryan Alexis	Member/Parent	
Rohan Tait	Member/ Parent	
Jason Akbar	Member/Assistant Principal	
Shamia Ferguson Bergen	Member/ Parent	
Lilieth Kerr Santana	Member/ Teacher	
	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	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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 	

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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.

Queens United Middle School (QUMS) was the first choice middle school in District 29. We are in a co-located building. We serve scholars from over 45 different elementary schools throughout the district. Our school day is from 8:20 A.M. - 5:00 P.M. Through a generous grant, all of our scholars engage in an expanded school day which includes common core aligned curricula with a focus on literacy, citizenship, and enrichment electives. With over twenty five enrichment electives, a dedicated strategic literacy period, an intensive guided reading program (through Harvard Education Labs), life skills course and a research course; we educate our scholars through a holistic approach of academic, social, and emotional support.

We partner with TASC (The After School Corporation), MSQI (Middle School Quality Initiative), Long Island University: Post, Justice Resource Center, New York State Bar Association, Harvard Education Labs, and the Child Center of New York. All of our partners have been instrumental in helping our scholars become high school, college, career, and life ready. We are grateful for their thoughtful work with our school.

Our scholars are currently engaged in **Project Citizen**, a service learning based curriculum, where our scholars take action to improve their school and community. For example, scholars are developing initiatives to raise awareness school wide for bullying, childhood obesity and character development.

Our partnership with Long Island University: Post has supported our mission of developing critical thinkers in our scholars in many different ways. Our scholars have led the "**Courageous Conversations**" project where we communicated via webcast at LIU: Post's campus tele-communications room with learners from the Desmond Tutu Secondary School near **Cape Town, South Africa** around important issues as citizenship, culture, education and morals. In addition, Post faculty, students and continuing education students have created and develop a curriculum entitled, "Hurt and Hope." "This curriculum includes three generations of people sharing their own personal stories of "hurt and Hope" through storytelling. The dance department at LIU: Post has visited our school and worked with our scholars to express stories of hurt and hope through expressive dance.

Our most significant challenge includes a majority amount of scholars entering our school below grade level in Mathematics and ELA. Our staff works thoughtfully to provide all scholars with additional support by way of individual and small group instruction. In addition, we continue to build upon our resources as a new small school.

We are proud of our accomplishments at QUMS. As one of 25 schools in the Middle School Quality Initiative (MSQI) during the 2013-2014 school year we ranked number one in progress of increasing reading comprehension skills of our scholars. We have maintained the highest attendance rate among all middle schools in District 29. Our scholars had also demonstrated growth across all content as measured by internal assessments.

We are a learning community consisting of three core pillars: critical thinking, civic responsibility, and high school, college and career readiness. All students build and develop the skills to succeed in school and life by way of thinking critically about community issues and becoming informed citizens that take responsible action to effect positive change.

With an inquiry-based approach to learning, student thinking is pushed to a deeper level of understanding of content and solutions to real life issues. Student discovery is supported with thoughtful classroom instruction, discussions, and tasks that guide students through the learning process and develop leadership capacity. Our school community prides itself on all school members taking an active role in sustaining a respectful, tolerant, and safe environment for all to learn and achieve at high levels.

With this in mind, we will continue to focus on high level questioning and lively discussion school wide with an emphasis on embedding our essential learning skills (problem formulation, research, communication) within our classroom instruction. In addition, we will be developing school based critical thinking rubrics for discussion and writing for scholars to self-assess their work and understand the expectations and criteria of high quality scholarly work.

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

- 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).
- 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.

Strengths: Our school opened in 2013-2014. Teachers worked alongside the Principal to navigate the challenges of a new school and meet the academic needs of our scholars. As a school we focused on increasing rigor in instruction and analyzing scholar work to identify trends and patterns. The work focused on:

1. Supporting teachers in developing coherent instruction and meaningful performance tasks across all content areas with various tools to identify rigor.
2. Supporting teachers through effective cycles of observation, providing clear and accurate feedback to teachers to improve pedagogy.
3. Supporting teacher teams within a six week data cycle of assessing scholars, analyzing scholar data, and making any necessary changes and to modify instruction as needed.

The key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- Closing the Achievement Gap: The school was cited in the 2013-2014 Middle School Quality Snapshot as exceeding the target set by the DOE for “Closing the Achievement Gap” with particular reference to Mathematics performance of Students with Special Needs. (2013-2014 Middle School Quality Snapshot p.4)
- Degree of Reading Power Assessment: As part of the Middle School Quality Initiative, which is a Literacy based focus; the amount of scholars on or above grade level in September 2013 was 15% and grew to 64% in June 2014.
- New School Quality Review: It was cited in the 2013-2014 New School Quality Review that the principal engages in effective cycles of observations to capture clear and accurate feedback to improve pedagogy.

Needs: Our instructional priority for the 2014-2015 school year is to deepen our scholars’ critical thinking skills through high level discussion and questioning in the classroom and performance tasks.

The key data points below highlight some of the challenges that were noted by reviewers or evidence in student achievement:

- New York State Assessment Performance Data: According to the 2014 NYS ELA exam, 83% of students are performing at Levels 1 and 2. In Mathematics, 85% of students are performing at Levels 1 and 2.
- Middle School Quality Snapshot: It was cited in the Middle School Quality Snapshot that 17% met State standards in ELA and 15% in Mathematics; both below the District average.
- New School Quality Review: It was noted in the 2013-2014 New School Quality Review that there needs to be a development of students’ level of critical thinking skills and high levels of discussions.

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, through the collaborative efforts of teachers and school leaders, all teachers will execute instruction that includes the development and usage of high level questioning and discussion techniques leading to developing the critical thinking skills of scholars and the demonstration of mastery of our Essential Learning Skills (Problem Formulation, Communication, Research) for high school, college, and career readiness as measured by teachers’ earning Effective or Highly Effective in “Using Questioning and Discussion Techniques” (Component 3b) and student writing and discussion assessments showing a 10% marked improvement per grade level and curriculum unit in the development of their critical thinking skills.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Building Student and Teacher Capacity <ul style="list-style-type: none"> • Collaboratively develop a critical thinking discussion rubric to assess the quality of students’ expression/discussion school wide with teacher leaders. • Collaboratively develop a critical thinking writing rubric to assess the quality of student writing school wide with teacher leaders. • Providing clear and actionable feedback to support teachers with Danielson’s 3b, Questioning and Discussion. 	<ul style="list-style-type: none"> • Teachers • Students 	November -December	<ul style="list-style-type: none"> • School Leaders • ELA Teachers
Action/Strategy: Implementation of Essential Learning Skills <ul style="list-style-type: none"> • Teachers use critical thinking discussion rubric as a mode of assessing school wide scholar discussion. • Scholars use the critical thinking discussion rubric to self -assess their discussion. • Teachers incorporate critical thinking writing and discussion component into all performance tasks. • School Leaders conduct cycles of observations providing clear, supportive, and actionable feedback focusing on the Essential Learning 	<ul style="list-style-type: none"> • Teachers • Students 	December - June	<ul style="list-style-type: none"> • Administration • Coaches and consultants • Teachers • Teacher Leaders

<p>Skills; which include Problem Formulation, Research, and Communication.</p> <ul style="list-style-type: none"> • School Leaders engage in individual planning with teachers with a focus on Essential Learning Skills, developing high level questioning and discussion techniques as well as designing performance tasks. • School Leaders provide external Professional Development for teachers with a focus on questioning and discussion. • Teachers and school leaders will share school goal with families and include this focus within our CCLS series of workshops 			
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Part 4 – Resources Needed

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

Human Resources: Generation Ready consultation for ELA/SS and Mathematics/Science. Meeting with our Cabinet team to develop rubrics.

Time: Scheduled planning periods with school leaders, Modify professional development calendar as needed. Cycles of observations for teacher.

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		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Coaching sessions with Generation Ready paid by CFN 209 for ELA and Mathematics.									

Part 6 – Progress Monitoring

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

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

Benchmark: End of January 31, 2015

Indicators of Progress:

- Teachers have shown growth since September in developing high level-questions that lead to rich discussion (Danielson’s 3b).
- Seventy-five percent of the teachers are using the critical thinking discussion and writing rubric.
- Teachers are developing thoughtful performance tasks that reflect critical thinking as per Hess’s Cognitive Rigor Matrix.(1a, 1e)
- Seventy five percent of scholars have reached proficiency in classroom discussion as measured by school based

rubric.

- By the end of January 2015, through classroom observations administrators are able to identify consistent evidence of Essential Learning Skills in seventy five percent of classrooms school wide.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

- 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).
- 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.

Strengths: Our school opened in September of 2013. Teachers and our school leader collaborated to create a positive learning environment. The majority of our work included:

- Launched a House System in which scholars were placed into smaller learning communities and competed in school events to develop a culture of togetherness within their house and school.
- Each student engaged in a Life Skills course in which there was a 12:1 ratio that allowed teachers and scholars opportunities to discuss various concerns within the school community and personal lives.
- A positive behavioral management system was implemented to recognize specific positive behavior of our scholars and encourage words and actions that demonstrate our core values.

The key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- Middle School Quality Snapshot: The school was cited in the 2013-2014 Middle School Quality Snapshot as 92% of students feeling that their school offers a variety of programs, classes, and activities to keep them interested in school.
- Learning Environment Survey: In the 2013-2014 Learning Environment Survey, it was cited that 60% of parents strongly agree that there a high expectations set at the school. (p. 9)
- Middle School Quality Snapshot: The school was cited in the 2013-2014 Middle School Quality Snapshot as having 100% of the parents beings satisfied with the education their child is receiving.

Needs: Our focus for the 2014-2015 school year is to continue to provide a safe and supported environment which will allow scholars to have respectful discussions within the classroom. Our current data reveals that our school community needs to further address the need for a more supportive environment.

The key data points below highlight some of challenges that were noted by reviewers or evidence in student achievement:

- Middle School Quality Snapshot: The school was cited in the 2013-2014 Middle School Quality Snapshot for having only 42% of students stating that most of them students at the school treat each other with respect.
- Learning Environment Survey: The school was cited in the 2013-2104 Learning Environment Survey as having 86% of students agree or strongly agree that discipline is maintained at the school. (p.11)

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 2015, our school will improve addressing social –emotional needs of our scholars resulting in a safe, supportive, and challenging learning environment; as measured by a monthly 5% increase of scholars earning merits, teacher’s earning Effective or Highly Effective in Danielson’s 2a, and a 5% increase in agreeing or strongly agreeing that discipline is

maintained in the school's Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Collaboratively with the professional development committee, create and schedule workshops based on current needs of scholars and staff including providing professional development with <i>Ramapo for Children</i> for teachers in managing difficult behaviors and helping students to develop positive attitudes to learning 	<p>Teachers Students</p>	<p>November - December</p>	<p>School Leaders, Ramapo, Teachers</p>
<ul style="list-style-type: none"> • Hire a social worker to work collaboratively with guidance counselor and provide counseling to at risk scholars and provide more family based workshops to strengthen relationships with families. • 	<p>Students Teachers</p>	<p>November – June</p>	<p>School Leaders, Teachers</p>
<ul style="list-style-type: none"> • Hire a social worker to work collaboratively with guidance counselor and provide counseling to at risk scholars, be a liaison between the school and families on social-emotional needs to find community based resources and provide more family based workshops to strengthen relationships with families. 	<p>Students</p>	<p>November – June</p>	<p>School Leaders, Guidance Counselor, Social Worker Teachers, Families</p>
<ul style="list-style-type: none"> • Launch student led initiatives including peer mediation and the Junior Dean program. During peer mediation, students will address conflict and provide suggestions to their peers to solve problems peacefully. The Junior Dean program includes scholars working collaboratively with students and school leaders to encourage words and actions which support our school's mission and core values through specific leadership responsibilities within the school. (Ex. Merit monitors) Scholars who earn merits and working collaboratively with the school community will be selected for the program. • Through the initiative of Project Citizen, scholars will develop community based action plans to effect positive change in the community. • Clear and actionable feedback to teachers to support in their development. 			<p>Students, Teachers, School Leaders, Families</p>

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Part 4 – Resources Needed

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

Human Resources: Social Worker on staff, Ramapo trainings
 Time: Professional Development time for staff with Ramapo, specifically Monday afternoon.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

End of January:

- Teachers have shown improvement in Danielson’s component 3b. (3b)
- Eighty percent of students received merits for demonstrating core values.
- Staff engaged in two workshops regarding managing difficult behavior and building relationships with students.
- Teachers developing performance tasks that allow students to critically think. (1a, 1e)
- The social worker is providing counseling for non-mandated students.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- 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).
- 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.

Strengths: The 2013-2104 was the year in which many systems were implemented. Teachers worked alongside the Principal to organize teacher teams within the school and to identify and address learning gaps. Individual planning sessions with the Principal were conducted, alongside meaningful professional development, to target identified needs of teachers. The majority of our work focused on:

- Collaboratively developing engaging lessons and performance-based assessment tasks during individual planning sessions.
- Collaboratively developing meaningful professional development workshops based on the identified/discussed needs of teachers and students.
- Developing and implementing protocols for teachers to **use** to review-student data, work products, and identify actionable next steps to improve the quality of their teaching and student learning.

The key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- New School Quality Review: It was cited in the New School Quality Review that the principal makes informed and effective organizational decisions to reinforce the instructional goals and to impact student progress.
- New School Quality Review: It was cited in the New School Quality Review that the Principal engaged in cycles of observation to capture clear feedback to improve pedagogy that is aligned to the school’s professional development plan.

Priority Needs: Our instructional focus for the 2014-2105 school year is to ensure stronger alignment of standards to units and lessons. Through our teacher team meetings, teachers will adjust their practice based on reviewing student work, lessons, and data to increase student performance.

- New School Quality Review: In was cited in the 2013-2104 New School Quality Review that the school needed to continue to align the school’s curricula to the Common Core Learning Standards and learning experiences to support student growth.
 - Middle School Quality Snapshot: Based on the 2013-2014 Middle School Quality Snapshot, minimum progress was made in the State ELA exam for the lowest performing students.

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 will adjust units and lesson plans based on data gathered from the analysis of student work products and provide individual and/or small targeted group support to students, resulting in improved performance

measured by at least 5% of the students increasing their performance on key standards on summative end of unit assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10. 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). 11. Strategies to increase parent involvement and engagement 12. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Teacher Team Framework <ul style="list-style-type: none"> • Implementation of six-week data cycle during teacher teams to guide data analysis and lesson modifications. • Develop specific teacher team agenda that allows for inquiry into student level of understanding and level of application. • Weekly sharing of teacher team findings via • Development of actionable next steps of implementation agreed on in teacher teams. 	Students	September - June	<ul style="list-style-type: none"> • Assistant Principal • Teachers
Action/Strategy: Curricula Adjustments and Data Analysis <ul style="list-style-type: none"> • Teacher teams analyze units and lesson using Hess’s Cognitive Rigor Matrix. • Teacher teams analyze student work products to create, differentiate, and modify instruction for individuals or small groups of students. • Teachers use in the moment data to make adjustments to instruction or groupings of students for targeted support. • Teachers and school leaders on work together to analyze the student work and data from assessments that address misconceptions of standards. • Adjustments are made to subsequent units to address student needs for understanding of standards. 	Teachers Students	September - June	<ul style="list-style-type: none"> • School Leaders • Teachers • Generation Ready coaching

Part 4 – Resources Needed

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

Human Resources: Generation Ready consultants

Schedule: Teacher Team meeting times within the school day. Scheduled meetings with school leaders.

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

Part 6 – Progress Monitoring

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

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

End of January:

- Teachers post agendas to Dropbox to share findings with other teacher teams
- Adjustments to curriculum are made based on data from student work and other assessment data.
- Use of Hess’s Cognitive Matrix to review lessons and performance tasks is evident within teacher teams.
- Data collection during instruction is being used to adjust groupings and lesson

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

- 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).
- 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.

Strengths: During the 2013-2014 school year, the Principal scheduled individual planning times with teachers to review lesson plans, performance tasks, and rubrics developed or appropriated to assess student growth. The Principal scheduled outside organizations to collaborate with teachers in order to develop and conduct professional development that is targeted towards teacher needs. In addition, the principal:

- Provided weekly supporting to individual teachers-in the development of lessons and performance tasks.
- **Developed targeted** professional development based on the needs of the teachers and students.
- Supports the development of effective teacher pedagogy by conducting regular cycles of observations and providing clear and actionable feedback.

The key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- New School Quality Review: It was cited in the 2013-2014 New School Quality Review that the principal engages in effective cycles of observations to provide clear and accurate feedback to improve/enhance teacher pedagogy.
- New School Quality Review: It was cited in the New School Quality Review that the principal makes informed and effective organizational decisions to implement and reinforce the school’s instructional goals.

Needs: To strengthen teachers’ capacity to develop and use ongoing checks for understanding in order to make on the spot decisions about the kind of targeted support that individual or small groups of students need.

- New School Quality Review: It was cited in the 2013-2014 New School Quality Review that improvements needed to expand assessment practices during a lesson in order to make more strategic adjustments to lesson delivery, student engagement, and student work products.

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.

By June 2015, school leaders in collaboration with the professional development team, will develop and engage teachers in a series on “How to Use Ongoing Assessments to Improve Student Performance” resulting in improvement in teacher assessment practices measured by an 80% increase in the number of teachers receiving a rating of “Effective” in Component 3C (Using Assessment in Instruction) as documented in the Danielson’s Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. 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). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Action/Strategy: Professional Development Plan: <ul style="list-style-type: none"> Development of professional development plan with a committee of teachers. Teachers facilitate professional development sessions Survey to teachers on specific growth areas to align to professional development. 	Teachers	September - June	Teachers Professional Development Committee School Leaders
Action/Strategy: Clear and Actionable Feedback <ul style="list-style-type: none"> School leaders engage in regular cycles of observations. School leaders schedule and conduct face-to-face feedback and planning sessions with teachers to discuss feedback. School leaders re-visit teachers to ensure that suggested feedback is implemented. 	Teachers	September - June	School Leaders Teachers

Part 4 – Resources Needed

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

Human Resources – Generation Ready, Ramapo
Time – Professional Development Days

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

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Part 6 – Progress Monitoring

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

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

End of January:

- Professional Development plan for the school year is in place.
- An increase of 15% of the number of teachers receiving an effective or highly effective on Danielson's 3C.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- 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).
- 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.

Strengths: During the 2013-2014 school year, teachers and the Principal made ~~conscious efforts~~ in educating parents, students, and community of the mission of Queens United Middle School. The majority of our work focused on:

1. Providing parents with workshops around bullying and parenting skills to encourage parental involvement in their children’s education.
2. Frequent communication with parents regarding student academics and behavior.
3. Partnering with several organizations including the Child Center of New York to ~~in~~ provide expanded day programming and workshops for students and parents.

The key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- Middle School Quality Snapshot: It was cited in the 2013-2014 Middle School Quality Snapshot that a 100% of our parents are satisfied with the education their children are receiving.
- Middle School Quality Snapshot: According to the 2013-2104 Middle School Quality Snapshot, 92% of students felt that the school offers a variety of classes and programs.
- New School Quality Review: It was cited in the 2013-2014 New School Quality Review that the school has cultivated a culture that enhances parent involvement in their children’s academic success.
- School Parent Meetings: During the 2013-2014 school year, the school provided a bullying workshop and parenting workshop

Needs: For the 2014-2015 school year, staff and leadership will collaborate to foster further parental involvement within the school community and in their child’s academic success. Our current data reveals that more work needs to be done to further address the collaboration among teachers and parents regarding students’ needs.

Parent – Teacher Association: During the Parent–Teacher Association meeting in October and November 13 of 15 parents in attendance stated that they would like to see more parent workshops.

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, staff and leadership will collaborate to ensure that there are multiple modes available and used for communication with families resulting in increased family engagement and preparedness in the understanding of their children’s academic and social-emotional needs as measured by at least 10% increase of attendance rates for each school event.

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: 17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. 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). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Parental Training <ul style="list-style-type: none"> • Develop a three-session parent training around academic support and understanding of the CCLS. • To increase parent knowledge of the CCLS, teachers and school leaders will develop and conduct multiple-session trainings based on deficient priority standards. • School leaders collaborate with parents of the School Leadership Team to determine topics for future workshops. • Community Based Organization, Child Center of NY, will partner with the school to provide targeted training around providing a healthy social emotional environment at home. 	Parents	December - April	Assistant Principal ELA Teacher Math Teacher, CBO
Action/Strategy: Increased Communication with Families <ul style="list-style-type: none"> • Use of emails, newsletter, Family Messenger, and flyers to communicate with families concerning events. • Daily Family Messenger calls concerning attendance or lateness of scholars. • Social worker will work collaboratively with guidance counselor and provide counseling to at risk scholars, be a liaison between the school and families on social-emotional needs to find community based resources and provide more family based workshops to strengthen relationships with families. 	Families	December - June	Assistant Principal School Aide, Guidance Counselor, Social Worker Teachers School leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Social Worker, Teachers, align calendar to meet needs of parents

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.
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	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.									
Social worker will be funded through Title 1 funding.									

Part 6 – Progress Monitoring

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

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

End of January:

Indicators of Progress

- Plan for parent training sessions are developed and fifty percent implemented.
- Parents are notified of the training sessions.
- Members of the School Leadership Team provide input into specific parent session topics.
- Community Based Organization partner provides workshop for parents around creating a healthy social emotional environment at home.
- Social Worker is brought on staff to work with non-mandated at risk students.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one to one tutoring	During the day
Mathematics	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one to one tutoring	During the day
Science	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one-to-one tutoring	During the day
Social Studies	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one-to- one tutoring	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavioral or social emotional concerns expressed or displayed by student/family	Counseling sessions (small group or one on one)	Small group and one-to- one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Strategies for recruitment include advertising in New Teacher Finder and attending teacher career fairs at St. John's University. In addition, we have partnered with Long Island University: Post who have advertised our positions within their career placement center.

We have an 80% retention rate of teachers and staff this school year. All teachers have a variety of leadership roles within our school. They are valued members who lead events to promote positive school culture, facilitate professional development sessions, engage in teacher and grade level teams and school based committees. Teachers engage in external professional development with Ramapo for Children, CFN 209 and Generation Ready consultants. Teachers are teaching within their content area and have agreed to engage in common planning during their professional period.

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).

We believe that high quality professional development is determined by staff and student needs and becomes more effective with staff input. An annual professional development calendar is developed and shared with members of the staff. Our staff engages in a weekly professional development sessions on Mondays. The content of these sessions is based on findings from teacher and student data. For example, school wide trends and patterns about teacher practice are gathered from Advance. Baseline, interim and summative data are also used to determine professional development content that serve to improve or enhance student performance. Activities for these sessions are determined and designed by the staff in collaboration with school leaders. Every staff member has a valuable expertise that is shared with the school community. Some professional development sessions address the various pedagogical and cognitive demands of the CCLS. For example, some of our sessions included work around increasing rigor in the classroom

Part 3: TA Schools Only

3a. Use of Program Resources

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

In order for our scholars to succeed academically, a comprehensive plan must be made to educate the social emotional needs of our children. Part of our plan at Queens United Middle School includes the hiring of a social worker who provides non-mandated counseling for our scholars and conducts family outreach and engagement. Our most at-risk scholars need social/emotional support in order to be able to address the various challenges emotional and cognitive

challenges they face on a daily basis. To address some of these needs, funds are earmarked to work with S4 (Successful Study Skill for Students) Program. This program provides a comprehensive study and time management curriculum for these scholars during our expanded day. Finally, we work with Generation Ready consultants to provide our teachers with coaching sessions to address the needs of our at-risk scholars during instructional time. This work includes exploring differentiated activities and pedagogical approaches to meet the needs of all learners.

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).

The targeted assistance program is aligned to the regular educational program. For example, all scholars engage in a Life skills course each week during our expanded day that ends at 5:00 P.M. During this time, the social worker ~~to~~ works with scholars and families. This strategic planning minimizes scholar removal from classroom instruction during the school day. The S4 program is conducted during the expanded day and the Generation Ready consultants work with teachers during their professional time during the school day.

School leaders conduct monthly check-ins with the S4 program staff to assess scholars’ progress in applying learned skills into their daily routines.

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.

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	59,288.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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)

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. Queens United Middle 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. Queens United Middle 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)

Queens United Middle 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 289
School Name Queens United Middle School 289		

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

Principal Richard Roder	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Harriet Humphrey	Guidance Counselor Melissa Gendler
Teacher/Subject Area Lilieth Kerr-Santana/SPED	Parent Victoria McCoy
Teacher/Subject Area Christina Vagenas-ELA	Parent Coordinator N/A
Related Service Provider Charmaine Thomas-Testing Coord	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	81	Total number of ELLs	2	ELLs as share of total student population (%)	2.47%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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)							1							1
Advanced (A)							1							1
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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							1						
	A							1						
	P													
READING/ WRITING	B													
	I							1						
	A							1						
	P													

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2								2
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	1								1
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Fountas and Pinnell is used to assess our schools early literacy skills with our ELL's. We have implemented a push-in model where students are supported in the classroom with supplementary information, pictures, and vocabulary to assist them in following and learning the curriculum. Through the utilization of ongoing research and data analysis, the focus will be to implement individualized

and differentiated instruction. The emphasis for the 2013-2014 year will be the efficient infusion of technological utilization on the collection and disaggregating of data to inform instructional decisions with a focus on literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on student performance levels and our students struggle with comprehending complex statements and higher level questions. Students understand rudimentary activities and instruction. Their comprehension is limited to simple instruction, text and familiar vocabulary.
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](#))

As a new school, our focus this school year is to continue to improve on our best practices we have developed over the Summer in implementing the Common Core Standards with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored through a six week data cycle. Detailed information about each student about specific learning needs and daily direct intervention will help students attain mastery of the standards. Extensive differentiated strategies, techniques and learning modalities will be developed, incorporated and utilized so that learning is not repetitive and the re-teach segment is delivered differently the second time with the same rigorous content.

As we have increased our technological capacity through the purchase of lap tops, this will facilitate immediate feedback and data for students and teachers. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at students work at regularly scheduled intervals.

Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful specific feedback is key for the successful implementation of our focus.

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?

Students who are entering the NYC Public school for the first time with little or no English ability acquire the ability to understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers. Students can understand some narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.

At this time, the movement from intermediate to advanced is minimal. There is growth in the modalities (reading, writing, speaking, and listening). However, the delay in moving to the next proficiency level is minimally evident. This pattern is also consistent from advanced to proficient.

Collaboration between principal, ESL teacher and classroom teachers produced the following practices must be incorporated in all settings where ELLs are present to increase comprehension by using Close Reading, Reciprocal Teaching and Word Generation. Close reading requires a substantial emphasis on readers figuring out a high quality text. This figuring out is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through some textbook commentary). Word Generation's focus is to expose students to academic vocabulary across content areas. Scholastic's Code X includes materials and resources to aid general education teachers in differentiating instruction to meet the needs of ELL students. Reciprocal teaching is a goal for all students to be able to have a dialogue to help construct the meaning of a text through predicting, clarifying, summarizing, questioning.

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?
Classroom teachers of ELLs regularly participate in professional development focused on meeting the needs of ELLs. Monthly conferences are held with the classroom teacher and the ESL teacher to discuss classroom performance of 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 evaluation of the success of our ELL program meeting AYP is based upon the results of the NYSESLAT. All four modalities are individually examined to review growth and how we can address the needs of our ELLs. It is during this meeting where we determine summer school enrollment and possible ELAND review. Letters are sent to the parents as to their child's proficiency level and their continuation or non-continuation in the ESL program.

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](#).)

During the intake process, all parents receive a home language survey to complete (the parent has the option of completing the survey in their native language). After the completion of the home language survey, Harriet Humphrey (certified ESL teacher) reviews the responses to the questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part 1 indicating that the child speaks a language other than English and two questions from part 1 that indicates the student uses a language other than English, Mrs. Humphrey administers the LAB-R (language assessment an battery revised exam) within the first ten days after enrollment. An informal oral interview is conducted by Mrs. Humphrey and the ELL student. Mrs. Humphrey asks the student five simple ended questions. The questions are not graded however the responses are kept in the students cumulative records. Mrs. Humphrey is responsible for administering the HLIS along with our special education teacher, Ms. Kerr-Santana. Ms. Kerr-Santana will aid the parents of new entrants with completion of the HLIS. The Spanish LAB-R will be administered by a licensed Spanish fluent speaking teacher. If one is unavailable, our school will employ an individual to meet this need.

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 reviewing all information, attending a school orientation in August (all in the parents' native language) families choose whether they want their child to attend a Transitional Bilingual, Dual language, or a Freestanding ESL program. Families are provided with a letter in their native language which describes each program offered. Whatever program they choose, parents must complete an entitlement letter (Parent Survey and Program Selection forms.) The forms are filled out and signed and returned to Mrs. Humphrey within 5-7 days of the orientation. If the parent receives the forms and has not returned them to the ESL teacher then the child is automatically placed in ESL until further notification by the parent. It is noted on the ESL teacher's caseload that the parent did not return the forms and the only option for the child is a Freestanding ESL program. With translation assistance provided by the NYC DOE, our newly enrolled families view a video explaining the programs offered.

A student who does not take Bilingual education must take at least ESL. If the parent opts for a Bilingual educational program in the students' native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two continuous grades must create a bilingual educational program in that native language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our school reviews the RLAT ATS report to determine the eligibility and NYSESLAT assessment scores.

ELL entitlement letters are communicated to the parent in three ways:

- 1.) Entitlement letter is mailed to the student's home
- 2.) Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student
- 3.) Mrs. Humphrey notifies the parent/guardian by phone

All families are encouraged to return letters/forms to the school within 3-4 days. All records are maintained through a monthly review process completed by Mrs. Humphrey and assisted by Mrs. David (school secretary). Letters will be housed in student cumulative folders with office copies retained.

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.

At the time of enrollment, Antoinette David (school secretary) gives all parents or guardians an informal oral interview. If the parent is in need of an interpreter, one is provided. If a parent needs a translator but one is not available, all pertinent school documents are available to the parent in their native language in the main office. If families request a TBE or DL program we contact NYC DOE ELL Program Transfers for assistance and next steps.

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.

All ELL's are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to assess English language abilities. These students are identified through ATS RLAT reports. After reviewing the data, results are available by the new school year and students will either continue in ESL or discontinue ESL services. The test is administered by Mrs. Humphrey. All testing materials are examined for accuracy and archived.

We ensure the NYSESLAT is administered as our testing coordinator, Ms. Thomas, reviews student data and assessment calendars schoolwide to ensure exams are administered. This is a checks and balances system to ensure Mrs. Humphrey has prepared for the examinations.

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. 
N/A -New School-no data

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])?

Instruction is delivered by a certified ESL teacher who pushes-in with students in their mainstream classrooms. Students are identified by NYSESLAT or LABR score. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together. During ELA instruction and targeted enrichment blocks the following is occurring: Language and Word Study: The focus on Language and Word Generation is on developing children's language and word study knowledge and skills. Language is developed through high quality literature, poetry and texts. Poetry is a powerful component of oral language from the start. Academic Language Development takes place as children investigate language as they speak and hear models of language spoken. *Word Generation – phonics, spelling, vocabulary across content areas

* Reading: Incorporates guided, independent, read alouds, literature study. (Use of mini-lessons)

*Writing: Daily writing is as necessary as daily reading. It is important to make a reading/writing connection.

- a. Guided writing – develop small groups to discuss aspects of writing.
- b. Independent writing – student works silently and individually on their own writing. Daily mini lessons provided based on the needs of the writers.
- c. Small group instruction-target academically struggling students within the lesson
- d. Enrichment Groups- targets academically struggling students during two dedicated 50 minute blocks weekly

*Learning New Language:

We learn new language in several ways:

- a. Conversation – talk with those who provide new language models and interact with us in a way that inspires us to learn.
- b. Experience – we experience something new and stretch to use new language to describe our experience to others. Talking to others is key. Taking a trip to a new place, we are moved to try new ways of expression as well as new words, phrases or idioms.
- c. Text – written language ability is expanded through text. Importance of Language Reading and Writing are language based. Using language orally – discussing, sharing, inquiring precedes thinking in writing.

Our focus on reading, writing, and language Development is flexible and can be differentiated to meet specific student needs. These foci support the academic language development which helps to organize instruction and learning. It provides for a high level of language acquisition for the student and fluency in various areas of language.

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)?

Intermediate & Beginning ELLs receive 360 minutes of instruction per week while Advanced ELLs students receive 180 minutes per week. Classroom teachers are provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs. Plans are to be developed specifically to support the student in the classroom. Every teacher of an ELL receives a letter from Mrs. Humphrey with the dates and times in which she will push-in with the students.

ELA instruction includes 270 minutes of instruction per week. In addition, each student receives a dedicated literacy period each day, adding 225 additional minutes per week.

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.

Racial, ethnic, and cultural diversity is reflected in many classrooms. The schools has an increased number of students with diverse needs. Students from multicultural backgrounds, students from homes in which English is not the primary language and students with disabilities form a high-needs group more commonly called diverse learners. The diverse composition of the classroom brings many challenges as well as many opportunities to educators. Teachers can create classrooms that respond successfully to the needs of diverse learners when they have the knowledge of effective practices and the support of district administrators, families and community members. With this said, the way we foster language development and align to the CCLS is by:

-Creating an environment to show respect for students and a belief in their capabilities.

- Communicate high expectations to all students.
- Be specific in what I expect students to know and to be able to do.
- Incorporate learning experiences that show respect for students as individuals in order to help build self-worth.

Academically the curriculum must meet the expectations of what students should know and be able to do as per the CCLS. The following strategies help to meet these demands:

- Build upon background knowledge and experiences of students.
- engage students in active learning.
- foster individual, cultural, and linguistic diversity.
- Promote social interaction.

Our students receive

This is indicative of all content areas. Mrs. Humphrey focuses on building the vocabulary of students through exposing students to Tier 3 vocabulary across various disciplines. Students are provided support structures (i.e graphic organizers) to help organize and their thoughts. These methods are in alignment with the CCLS and the CIE as students are required to read and interpret more complex text across content areas with advanced vocabulary.

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

Mrs. Humphrey generates a list of the ELL population. This is given to the testing coordinator. The testing coordinator meets with Mrs. Humphrey to verify list and to access, based on LAB-R and NYSESLAT scores, whether the student would benefit from the administration of the state test in their native language or in English and if the test is not available in their native language, a pedagogue to orally translate the exam to the student will be hired. When a decision is made, the classroom teacher and the principal are notified of the decision. This document is filed with the ESL and testing coordinator.

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

An ATS report is conducted to identify all ELL's in the school. A roster is created prior to the administration of the NYSESLAT. Once an ELL completes a modality or modalities of the test, their name is verified as completing that component of the test. This document is secured and filed with the principal. Periodic assessments are done throughout the year with the use of Empire State's NYSESLAT test prep. This book is designed to help students achieve ample success on the NYSESLAT. Mrs. Humphrey has a series of activity books from grades K-8. Students are assessed individually and the results of the test are kept in student binders for portfolio assessment.

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).

At risk, special needs, and SETSS services are provided to long-term ELLs & SIFE students. Long-term ELLs and SIFE students have specific individual instructional issues to be addressed. They may have achieved conversational fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher (ie. dialogue journals), small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Each September, during professional development days, specific strategies and tips for effective instruction of ELL/SIFE students are to be addressed. Addressing the needs of ELL/SIFE students are also included in the teacher's /staff handbook distributed to all staff.

ELLs receiving services between 4-6 years follow English only instructional classes which have been designed to improve the English language learners ability to comprehend his/her core subject areas, through the use of ESL methodologies geared to meeting the standards. Students are given homework and in classroom exams to evaluate their acquisition of the English language. All of their written assignments are placed in portfolios for perusing by the student, their teachers, administrative staff, and parents. Through these tools, students may be properly assessed and held accountable of their academic achievement or, need of academic assistance. By setting these standards and proving a solid curriculum, the ELL students will have a successful and positive school experience.

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 support for ELLs and special education children include a special education and ESL teacher within the classroom directly providing reading or writing strategies for these students. For example, the special education teacher may use informational processing strategies such as charts, graphic organizers, thinking maps or webs to organize student thought and comprehension.

The ESL teacher may be working with students in a small group initially discussing the importance of food in their own culture. This will allow students to be included and participate in the whole class discussion. Students will be able to share their ideas in a smaller group setting allowing for targeted assistance by the ESL teacher. Depending on student levels, the ESL teacher will provide appropriate scaffold material in the ELLs' language and provide access to the Internet where translation software is accessible. Students will grapple with text and re read material multiple times with a different lens each time to identify different patterns. This will allow all learners to gain a deeper understanding of various components of the text. There will be ongoing professional development support that target reading and writing strategies like these for all teachers to use in their classrooms to better meet the needs of the students.

A teacher will adapt his or her instruction to create a safe and supportive learning environment for English Language Learners (ELLs). This would include the recruitment of linguistically proficient teachers that can provide translation and small group and individual support as needed throughout the lessons. The teacher would collaboratively plan and teach with specialized ESL service providers. The teacher will adjust the instruction to address the various student levels of language and vocabulary proficiency. For example, a teacher would not use a freestanding model of speaking entirely in the target language of English if the student is new to country with a remedial understanding of the language. The teacher would change the entry point of learning to meet the levels of all students.

A teacher would need to explicitly model skills in whole group and small group instruction, differentiating and scaffolding questions and vocabulary as needed. The use of visual aids including pictures and the labeling of items around the classroom would provide comfort to an ELL. Students will be given opportunities in classroom activities to share their customs and experiences and learn from culturally relevant materials and resources. This would include differentiated roles within a group activity where all ELL students are participating in some capacity.

Cooperative learning will exist between students as each ELL will be learning from students on higher levels. This peer-to-peer interaction will encourage student solidarity and will empower students to take more responsibility of their own learning over time. The teacher will thoughtfully group or pair students according to language and vocabulary proficiency. Teachers will create learning centers with technology that target language development by way of specific ELL websites and software that allow students to hear, listen and record their native and English languages. ESL service providers and classroom teachers will assess and guide students through the process of achieving English language proficiency.

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?

We have instructional expectations which provide ongoing instructional support to ensure ELL-SWDs expectations are met. The curricula ELL's are being provided for oral language and literacy instruction in English. This allows students to work on different tasks which address the same goal. Teachers will use different resources and entry points to match the readiness levels of students when working on the same task. Teachers have resources available which reflect a variety of reading levels for students. Teachers use tiered assignments to adjust tasks to accommodate student needs and respond to student differences during the lesson by reteaching, reinforcing, and extending the lesson. This methodology helps our ELLs-SWD achieve their goals and attain English proficiency within the least restrictive environment.

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:			

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

Science:				

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

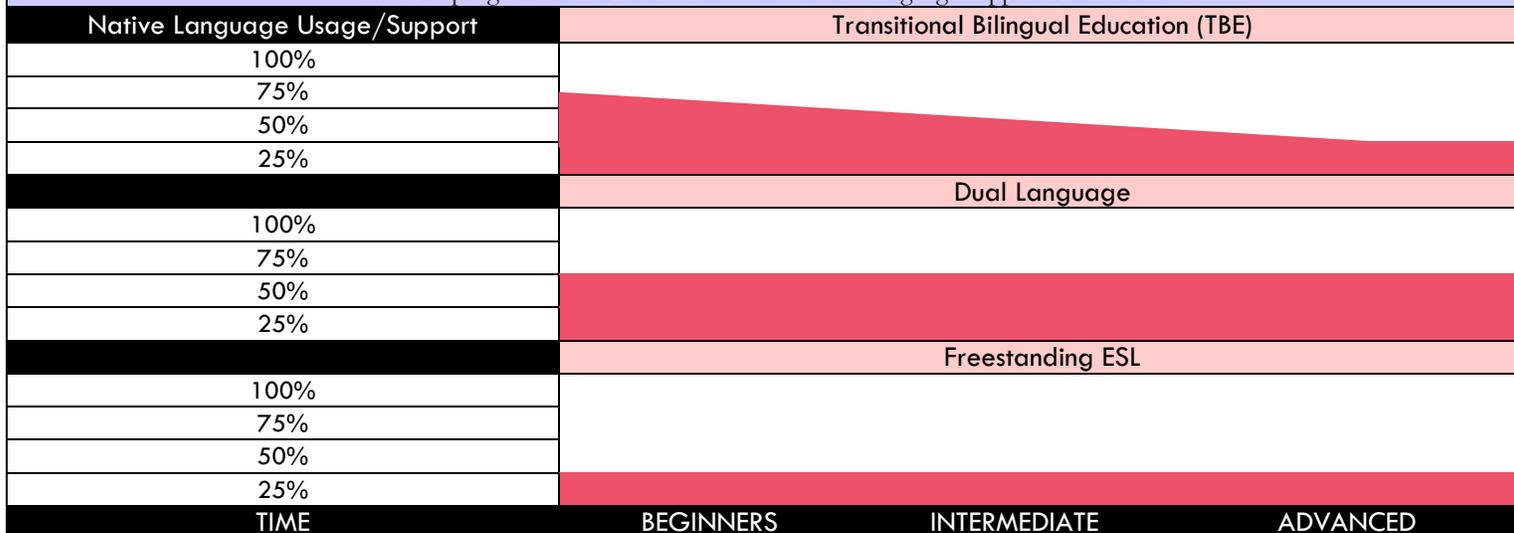
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

Through the utilization of ongoing research and data analysis the intervention put into place for ELLs in ELA, math and the other content areas focus will be to coordinate and implement individualized and differentiated instruction. The emphasis for the 2013-2014 year will be the efficient infusion of technological utilization: on the collection and disaggregating of data to inform instructional decision with a focus on literacy.

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

Differentiated instruction is a process in which teachers change their pace, teaching style, and level of instruction based on student differences. Student differences include readiness levels, interest, and learning preferences. Differentiation helps teachers respond to the needs of all students, ELLs especially who in relation to their native English speaking peers learn in different ways and at different rates. This form of instruction continues to improve our ELLs in both content and language development.

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

Our focus for the 2013-2014 school year is to build upon the foundations we have developed in implementing the Workshop Model with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery.

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

There are no discontinued services for ELL's.

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

Extensive differentiated strategies, techniques and learning modalities will be developed, incorporated and utilized so learning is not and reteaching is presented in a different way with rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses.

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

Other instructional materials will be used to support ELLs including Word egeneration, Foundations, Reading For Fluency, and an audio library. For technology students use Starrmatica and Destination Learning Management. Through the effective planning and usage of technology the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses.

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

Classroom libraries are heavily multicultural and have substantial supplemental materials that are aligned to core curriculum: reading, writing, math, science, social studies, music, and art. We plan to implement a limited push-in model where students are supported in the classroom. Supplementary information such as pictures and vocabulary will assist students in following and learning the curriculum.

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

Our services and resources are thoughtfully selected and organized to meet the needs of our ELL students, specifically catering to their ages and grade level. We have chosen a push-in model to support students. and purchased materials of interest and appropriate levels and content.

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.

N/A -New School

18. What language electives are offered to ELLs?

A Spanish club is offered in our expanded day program.

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.

Professional development opportunities are offered to all teachers of ELLs that are non ESL/Bilingual teachers. Grade level planning periods for ELLs in their various classes are planned to maximize English language acquisition. Strategies are discussed and subsequently infused into the content area. After school professional development sessions are scheduled through the school year and notices of ESL professional development courses are posted in the main office for the entire staff. Classroom teachers of ELLs and the ESL teacher hold monthly meetings to discuss ELLs and other general concerns pertaining to the ELLs in their classrooms. The anecdotal are given to administrative advisors to be addressed. Through these measures, the school and principal are held accountable for improvement in the academic achievement of ESL students. Over the course of the school year, four staff development meetings are conducted. Teachers with ELL students are given instructional support and practices vital to providing the ELL students with the academic tools they need for academic excellence, even outside of an ESL classroom. The following professional development workshops will benefit our staff in meeting the needs of the ELL students in our mainstream classrooms:

- Workshops on key concepts in second language acquisition theory.
- Workshops on best practices for teaching ELL in the mainstream classroom
- Workshops on using technology to differentiate instruction
- Linking on-going professional development in balanced literacy and mathematics with the special needs of ELL learners

We have the services of a part time ESL teacher who attends workshops on best practices for educating our ELL learners. It would be appropriate to use her as a resource to provide professional development to our staff in this area.

All aspects of academic/language development is planned by our professional support team comprised of classroom teachers, reading personnel, ESL, and SAT (School Assessment Team). Academic Language Development planning includes the use of a Comprehensive Language and Literacy Framework that serves as a tool for organizing instruction. Two (2) goals are always kept in mind:

1. To insure that all students develop an Academic Language Proficiency in Middle School, and to transfer what is known in the native language to the English language,
2. Use of a three foci model using Language and Word Study, and a Reading & Writing model that serves as a framework for insuring a high level of Academic Language proficiency.

Our school engages in professional development every Monday. We will infuse ELL training including a focus on specific instructional strategies to support all teachers. Each session staff member indicates attendance of these sessions through signing a sign in sheet. All records are housed in the principal's office.

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?

Parents of ELLs receive notices in their native language (for non-English speakers) pertaining to all events related in and out of the school. Meetings between ELL parents and the ESL teacher are conducted to discuss how parents can become more involved in their child's academics. The meeting is for 90 minutes. Parents have an opportunity to meet with other parents and discuss concerns they may have and/or questions. Adult classes and seminars that are available for parents through the Department of Education and local civic centers and churches are posted on the bulletin board in the entrance way of the school and in the main office. The information is given to the ESL teacher who distributes the information to the ESL students. Every effort is made to accommodate the various needs of ELL's and their family. Translation services are available through the DOE upon request from school personnel.

We are working to secure partnerships with outside organizations.

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: <u>Queens United Middle School</u>		School DBN: <u>29Q289</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Roder	Principal		11/15/13
NA	Assistant Principal		
NA	Parent Coordinator		
Harriet Humphrey	ESL Teacher		11/15/13
Victoria McCoy	Parent		11/15/13
Lilieth-Kerr-Santana	Teacher/Subject Area		11/15/13
Christina Vagenas	Teacher/Subject Area		11/15/13
NA	Coach		
NA	Coach		
Melissa Gendler	Guidance Counselor		11/15/13
NA	Network Leader		
	Other _____		