

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

School Name: ONE WORLD MIDDLE SCHOOL @ EDENWALD

DBN (i.e. 01M001): 11x529

Principal: PATRICIA WYNNE

Principal Email: PWYNNE@SCHOOLS.NYC.GOV

Superintendent: MARIA LOPEZ

Network Leader: ELYSE DOTI

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Wynne	*Principal or Designee	
Jerilyn Fueller	*UFT Chapter Leader or Designee	
Althea Hemmings	*PA/PTA President or Designated Co-President	
Joanne Arias	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Samantha Katz	Member/ Teacher	
Agustin Soto	Member/ Teacher	
Ital Kofi Ital	Member/ Parent	
Judith Richards	Member/ Parent	
Nanjean Gonzalez	Member/ Parent	
Huntley Cadogan	Member/ / Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

One of our instructional goals is to support ambassadors in constructing viable arguments and critiquing the reasoning of others' using mathematical modeling. This will be demonstrated in 75% of our ambassadors making a year's growth as demonstrated by the cumulative progress in their 2014-2015 math tasks, which include using modeling to justify mathematical arguments.

Comprehensive Needs Assessment

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

We are continuing this goal from last year as it is an area that we still need to focus on based on our New York State test results and our own in-house findings. Our current average proficiency rating in Math is 2.40 which is an increase from our prior average of 2.16. Additionally, only 10% of our ambassadors achieved a Level 3 or 4 in 2013 but we were able to increase this to 15% of ambassadors scoring at a level 3 or 4 as of Spring 2014. To this end, we have made progress in math but we still find that there is room for growth.

More specifically, our disaggregated data shows the following: Level 3 and 4s: 6th grade at 18.5%, 7th grade at 5%, and 8th grade at 22%. Thus, our strongest math students have graduated and our existing ambassadors' data is evidence of a need for intervention in math.

We have 79.5% of ambassadors passing a math course, which is only 'approaching the target'. We have met or exceeded target expectations in the areas of English, science, and social studies. This is another reason to continue our focus on math. Common Core Learning Standards call for ambassadors to be able to deeply understand mathematical concepts rather than just demonstrating fluency or computational skills.

Instructional Strategies/Activities

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

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

1. We do not have a Math Coach on staff. To address this need last year, we brought in Math Consultant, Nicora Placa last year. Since September 2013, she has been working closely with our math staff to build individual teacher practice, align curriculum and pacing, develop Unit Tasks, and work on enhancing Questioning and Discussion techniques within each classroom.
2. In alignment with our focus on teacher teams, Ms. Placa works with teachers on their individual practice as well as their team approach to teaching and learning.
3. Through our work with the Math Consultant, we have identified three areas of focus for rigor in Math instruction. These areas include fluency, conceptual understanding and application.
4. Outside Professional Development on (1) Executive Functioning and (2) Perseverance in Math have been aligned specifically to math instructional as "perseverance" is specifically noted in the CCLS and an understanding of how ambassadors learn best is vital to effective lesson planning. This work is specific to our ambassadors as it (1) requires teachers to build in organizational supports for struggling students to focus on content and (2) provides strategies on supporting children in persevering through challenging work.
5. Ensuring the integration of "Math Talk" to allow sufficient time for ambassadors to engage in dialogue about their understanding of a mathematical concept and its application in the real world.
6. Differentiated instruction is a school-wide expectation during mathematics instruction. There is variation in the approach and strategies integrated based on identified ambassador need and the resources (number of teachers, paraprofessional available, etc) within each classroom, but all differentiated instruction is driven by data source(s). In accordance with new connected math curriculum, students participate in lab investigations where they hypothesize and test mathematical theories using manipulatives and modeling.
7. Elective class period will transition into academic preparation sessions focused on Math Problem Solving (3rd Quarter)
8. After School and Saturday School program will focus on the identified areas of need as demonstrated by grade wide testing data.

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

1. Math consultant Nicora Placa has come to work with our math teacher teams on both an individual and group basis. She provided feedback based on individual class

visits as well as professional development in alignment with the CMP3 program implementation and OWMS specific interests and needs as identified by administration based on observation.

2. During weekly Data and Common Planning sessions, teacher teams share best practices on how to best convey a deep understanding of the math concepts fundamental to each unit which include fluency skills, conceptual understanding and application.
3. Acronyms developed and refined during weekly grade-team Inquiry sessions integrate a focus on both citing evidence and thoroughly answering the task or question. Teachers work collaboratively to create math groups and to implement the DI block weekly.
4. Teachers attended the outside professional development sessions and turnkeyed the material to the entire staff during Monday PD sessions.
5. After attending professional development opportunities, staff members turnkeyed this work to our entire staff. Later faculty meetings revisited this work to ensure that the strategies presented are being utilized in our daily practice.
6. Academic vocabulary has been addressed through professional development. Teacher teams have collaborated to explicitly define their expectations for ambassadors as it relates to speaking, writing, and understanding specific and general academic terms.
7. Materials and manipulatives were inventoried, ordered, and distributed among classrooms. Additionally, Ms. Placa has focused some of her work on how teachers can integrate manipulatives into lesson planning to concretize abstract concepts
8. Programming and curricular materials have been reviewed and coordinated for these teaching periods.
9. Math teachers will review and align curricular materials with current pacing, CCLS and data-based decisions.

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

1. Working closely with Nicora, teacher teams have accomplished several goals including the development and refining of math tasks aligned to each unit investigation, pacing out the remainder of the year, identifying priority standards, etc.
2. Pre- and post-assessments are created and administered on Schoolnet specific to math. There is a Part II on the post-assessment comprised of open-ended responses which are directly aligned to the priority standards of the unit which teachers use as a data source for reteaching. Students also engage in unit readiness pre-assessments to identify their ability to complete the basic fluency skills needed for the unit.
3. Ambassadors' ability and demonstrated progress in thoroughly completing the assigned task or problem was monitored during Inquiry sessions to monitor which subgroups of ambassadors are consistently showing their work and demonstrating a deep understanding of the presented concept.
4. Our 2014-15 overview of Professional Development is designed to continually revisit our areas of focus to intertwine previously introduced strategies and content with new learnings. Most recently, staff members were asked to try a strategy presented during the Executive Functioning PD session and discuss its impact on teaching and learning.
5. Informal observations and classroom visits focus on the balance of teacher vs. student talk. This is a schoolwide focus to ensure that we are allotting even time for ambassadors to become engaged with the task.
6. Differentiation is continually addressed and evaluated through ongoing professional development. This work is an extension of our focus on ICT teams to broaden how we effectively use the various ICT models within our school.
7. Ambassadors will be grouped based on their recent assessments (Renaissance) and grouped into Urgent, Intervention, Enrichment and ELLs sections.
8. After school and Saturday school ambassadors will be evaluated and monitored for progress by pre- and post-assessments as well as cyclical benchmarks (4-6 weeks)

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

1. Math consultant Nicora Placa has worked with our teacher teams several times since Fall 2013. Last year, she came on a biweekly basis. This year, we have been able to bring her in each week.
2. Providing frequent opportunities for ambassadors to engage deeply with the unit math concepts is vital to math instruction. There is a team-created math task aligned to each unit investigation and includes fluency, conceptual understanding and application problems. This work is ongoing throughout the entire year (Sept 2014-June 2015)
3. This work is ongoing throughout the year in both faculty conferences, team meetings, and the classroom setting from Sept 2014-June 2015.
4. This work is ongoing throughout the year in both faculty conferences, team meetings, and the classroom setting from Sept 2014-June 2015.
5. This work is ongoing throughout the year in both faculty conferences, team meetings, and the classroom setting from Sept 2014-June 2015.
6. This work is ongoing throughout the year in both faculty conferences, team meetings, and the classroom setting from Sept 2014-June 2015.
7. January 2015- -June 2015
8. January 2015 – June 2015

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

1. Math consultant Nicora Placa has come to One World to conduct informal visits to classrooms to view the current instructional approaches. She provides feedback on an individual level as well as training sessions for the entire math team to address large scale needs including refining the implementation of the CMP3 program and identifying standards and concepts to focus on for reteaching.
2. Math tasks are created by teacher teams during weekly Data and Common Planning meetings. Teachers refer to the CMP3 tasks as a starting point for each task and refine according to fluency skills, conceptual understanding and application to real life situations.
3. Grade team Inquiry meetings (weekly) focus on how to develop intercurricular projects that integrate rigor across the the contents.
4. Debrief sessions with Nicora Placa to share her findings with our own noticings to develop next steps for individual teachers, ICT teams, grade level teams, and the math staff as a whole.
5. Math teachers utilize the second half of math double-blocks as a formal structure for differentiation. This may be in the form of station teaching, utilizing various forms of ICT partner teaching, reteaching priority standards, utilizing manipulatives, integrating technology, and various other strategies for supporting ambassador progress within a unit of study. Incorporating ninety minutes blocks of instruction for each class, throughout the week was a deliberate programmatic focus.
6. Groupings based on data from Renaissance in Math and ELA.
7. Math teachers will collaborate during Common Planning sessions to identify areas of need to focus on including foundational gaps and high-frequency testing items.

Strategies to Increase Parental Involvement

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

There were several strategies implemented to strengthen parental involvement in both of After-School programs. These included Integrated Algebra and Regents preparation for Earth Science. This is in addition to our ongoing After School program which includes a homework help component.

Communication to the school community via our monthly school newsletter and calendar detailing upcoming school events.

During our Parent Teacher Conference, our Parent Coordinator and several of our PTA parents set up a table to inform parents and families about the various software programs that their children utilized during the school day. Parents were encouraged to have their children work from home on Google Classroom, Mathalicious and NewsELA as additional support.

During monthly PTA meetings, our PTA cabinet, Parent Coordinator, and Principal Wynne share updates on school initiatives. Additionally, there are Curriculum Nights scheduled for both ELA and Math in January 2015 and February 2015 to further inform parents about the school's ongoing initiatives as well as further ways that families can support their children at home in preparation for the NYS assessments.

Grade teams update our Parent Coordinator with current unit objectives and assessments so that she can include in the monthly newsletter. After an Inquiry team has identified a successful strategy, this strategy becomes a One World Middle School expectation which is communicated to ambassadors, parents, and families

Budget and Resource Alignment

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

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

- Purchased Datacation to support greater integration of multiple data sources including Skedula, Renaissance Learning, Schoolnet, NY Ready test simulations, etc.
- Purchased Mathalicious to enhance our real-world approach with the CCLS.
- Funding for per-session for After School Integrated Algebra for ambassadors identified as able to ready for extension in math
- Funds allocated for additional technology (2 laptop carts per grade and 6 individual laptops per classroom for small groups)
- Purchase of PBL site to link mathematics content with real-world project based learning
- ASD Nest Funds for Professional Development (After School) for Nest teachers through article review, SDI protocols, collaborating on best practices.
- Funding for Chrome Books
- Funding for Kahoot Program
- Tax Levy funding for additional books

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 60% of our Special Education Students will make a year's progress based on a comparison between Spring 2014 and Spring 2015 New York State ELA test results.

Comprehensive Needs Assessment

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

Students with IEPs represent 23% of our student population. In order to serve these ambassadors, we created two ICT classrooms on every grade level to maximize our resources and minimize our teacher-to-student ratio for both Special Education and General Education students. In the past, we have experimented with integrating special education ambassadors and general education students in small group settings in the classroom. We found the impact of these small integrated groups to be beneficial. We found that both their motivation and efforts increased as a result of being mainstreamed. As a result of this finding, we closed out our self-contained classrooms and opened up ten ICT classrooms

Instructional Strategies/Activities

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

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

1. We have brought in two coaches from Teachers College to work with our ELA teachers. Molly Cutler works with our 7th grade team. Esther Ohito works with our 6th grade ELA team and Ms. Katz of the 8th grade. This operational decision has been in place since 2013.
2. In order to maximize the effectiveness of our ICT classrooms, we have devoted ongoing professional development to the various ICT models including parallel teaching, co-teaching, station teaching, one teach/one assist, etc. Additionally, modified ELA tasks are expected within each ICT classroom.
3. Monthly PD sessions have been dedicated "state of the union" faculty conferences where the Data Team presents updates of NYS tests, test simulations etc.
4. Aligning team meetings with a focus on standards –based student work
5. Developing modified tasks and assignments that are modified to address individual ambassadors' growth and areas of need
6. Wilson phonemic program has been implemented to address the foundational gaps identified within the bottom 1/3 of our ambassadors.
7. Enhancing our Independent Reading program to include more student choice, additional titles of interest, and a focus on recognition for ambassadors' effort and progress
8. ASD Nest meetings take place each week as professional development for our Nest classroom teachers. In addition to article reviews, videos, and visits from Nest support staff, teachers meet to discuss ambassador progress, share best practices, and create holistic action plans to address each ambassador's social, emotional, physical, and academic needs.

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

1. Evaluation of progress is ongoing as the TC Coaches meet with their individual and team teachers on a weekly basis. The coaching cycle includes support with planning, in-class, coaching, and immediate feedback. Additionally, the TC Coaches work closely with our Literacy Coach and Administration to ensure consistency of expectations and to guide schoolwide initiatives.
2. Teachers completed a "True Color" survey to identify their own personal communication style and how they can best collaborate to grow their strengths and improve areas of need
3. Administration, Network and/or consultants leading PD depending on identified needs
4. Team leaders refer to CCLS to guide the creation of tasks, assignments and rubrics
5. Schoolnet is utilized to track pre/post assessments for each unit in all content areas. This provides standardized method for monitoring student progress.
6. Wilson-certified teachers will provide small group instruction both before and after school for identified ambassadors.
7. ELA teachers will escort classes to Barnes and Noble to self-select titles of interest. These books will be purchased by the school as an reward/incentive for ambassadors who have finished reading prior texts. Additional resources include the purchase of electronic readers (Memo Pad) as both as incentive and a support and the use of anime software.
8. Each Nest teacher attends these meetings. They may meet as a whole or break into grade teams as needed.

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

1. Mid-year meetings are scheduled with each ICT team to review the current data as well as their ratings to date.
2. Observations after PD to see if implementation is successful
3. Attending meetings and reviewing team notes
4. Student progress is analyzed after each unit to determine growth. Test simulation data will be compared from fall to spring. After NYS exams, we will revisit our testing simulation data to see if the New York Ready materials utilized are correlative to the NYS tests.
5. The Wilson instruction will include pre- and post-assessments, as well as benchmark assessments to monitor progress.
6. The 7th grade team is collaborating on a Project Based Learning Inquiry project which is focusing on strengthening ambassadors' reading ability. ELA teachers will conference with ambassadors, provide time for independent reading, track their progress, and collaborate on maintaining consistency of standards and expectations.
7. Team members continually revisit ambassador's IEPs to evaluate progress based on CCLS, test simulations, unit test, classwork assignments, etc.

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

1. September 2013 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015
5. November 2014/March 2015/ September 2015
6. November 2014 to June 2015
7. December 2014 to June 2015
8. September 2014 to June 2015

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

1. ELA Teachers attend monthly outside professional development through TCICP (Teachers College). Topics vary but there has been a focus on an Inquiry approach. Common planning time has been created so that teams of ELA teachers can meet with their TC coaches. Additionally, assessments and other events are scheduled around these sessions so as to support the integrity of their work.
2. Staff members have collaborated on sharing space throughout our school as well as the shared spaced with our co-located schools. During our Monday PDs, we discuss strategies and best practices introduced in prior PD sessions. Examples include teacher-led PD on the 6 ICT models that co-teachers can implement within their classroom.
3. We utilize staff wide PD opportunities to present material as indicated in our 2014-15 OWMS Professional Development calendar which is developed in alignment with our instructional focuses and then revised on an ongoing basis to address school wide needs, look at current data, etc.
4. Data, Common Planning, and Inquiry Meetings implemented into all teachers weekly schedules.
5. Programming resources include double blocks (90 minutes) of ELA/Math, AIS periods and student self-selected elective courses. Additional programming supports include revising our Advisory sessions to include weekly Book Club sessions (January 2015 start). Class schedules will also reflect cyclical Book Talk Cafes in alignment with trips to Barnes and Noble.
6. The Wilson program was implemented after the coordination of teacher certification, availability, ambassador data, etc.
7. Purchased resources include audio books and a complete set of Memo Pad electronic readers for each ELA classroom. Book Clubs will be implemented in our 3rd quarter.
8. Nest teachers meet after school to discuss the latest research in autism and best practices in teaching students on the autistic spectrum. Each staff member has attended outside PD on the Nest program from Hunter College as well as ongoing PD opportunities through NYU Steinhardt.

Strategies to Increase Parental Involvement

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

During our parent Engagement time teachers reach out to parents and families. Meetings are set up to support ambassador success in class. During the Developing the Whole Child (DWC) meetings teachers collaborate with Montefiore to ensure we meet the needs of the "whole child." As evidenced by our school environment survey, 97% of parents are satisfied with the education that their child has received. 96% of teachers would recommend our school to parents. We maintain on-going communication with our parents to ensure that our home and school connection remain strong.

Our home-school connection has been furthered by the integration of a Journalist webinar called “News Literacy Project”. Ambassadors are invited to either participate after school or from home as they interact in a real-time session with a professional journalist on a recent News topic. Ambassadors, parents and families have communicated their enthusiasm for this work as it is a real-world application of our school wide mission to develop our ambassadors as global citizens who are informed, thoughtful and proactive.

Schoolmessenger is used a schoolwide system of informing parents and families about current and upcoming events. Examples include robocalls to alert parents and families about absences and latenesses for individual children as appropriate. School wide robocalls would include an alert regarding upcoming test simulations, state tests, Holiday Homework expectations. In this way, parents have the knowledge to better support their child at home.

Budget and Resource Alignment

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

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

- Over \$12,000 has been allocated towards the purchase of high-interest reading for our ambassadors (student chosen)
- Tax levy funds for additional books.
- Funding for Literacy Coach
- Funding for technology upgrades (additional laptop carts for each grade so that each classroom has access consistently)
- Funding allocated for trips to Barnes and Noble and purchase of self-selected books as an incentive for ambassadors’ effort and progress in reading independently.
- Funding for Book Study titles
- Funding for Chrome Books in alignment with our work in building technology capacity.
- Funding for Schoolmessenger

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 75% of our teachers will average an “Effective” rating in the competency of “3c: Engaging Students in Learning”, as evidenced by the Measures of Teaching Practice score tracker on the Advance web application.

Comprehensive Needs Assessment

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

As an administration, we dedicated a tremendous amount of time to unpacking the Danielson Framework for Teaching.

This step was in response to several indicators including:

- our own noticing that our teachers’ ratings in this competency (3c) are split 50% Effective and 50% Developing.
- During our Cabinet meetings, we shared that even “Effective” ratings had ‘elements’ of ‘Developing’ practice and vice versa.
- We communicated these findings with teachers during their individual feedback sessions after an observation.
- During our 2014 Quality Review, the effectiveness of teaching and learning was rated as “Fair” so we immediately targeted this as an area of improvement

Instructional Strategies/Activities

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

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

1. We have addressed elements of Danielson on a continuing cyclical basis beginning with our September Professional Development session. Through our work in unpacking Danielson, we realized that “3c: Engaging Students in Learning” is the heart of teaching and learning. All the other competencies that we addressed including 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, 3d: Using Assessment in Instruction, etc. are interwoven with 3c. The Danielson Framework is focused on explicitly at least once per month as it is always emphasized in our other work in data analysis, school culture, planning, assessments, etc.
2. Each week, administrator visit classrooms to observe teaching and learning, record notes, rate competencies and provide feedback.
3. Teachers have set their own professional goals in alignments with the Danielson Framework based on their ratings from 2013-2014.
4. Unpacking Danielson in teacher teams in designated professional development sessions.

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

1. Administration provides research-based strategies to support growth in 3c by breaking down the various components of 3c which include: activities and assignments, grouping of students, instructional materials and resource, structure and pacing. From here we have outlined specific expectations and techniques to improve these areas by revisiting timing allotments (minutes and seconds), activity chunking, and frequent checks for understanding.
2. Feedback to teachers include specific resources such as research-based articles, ARIS Learn tools, videos from teachingchannel.org. These recommendations are discussed in detail and followed up in future visits and observations.
3. A Book Study component is beginning based on teacher preference in alignment with their current practice. The Book Study will be conducted through the lens of 3c and expanded upon through individual practices.
4. We are using some of the Professional Development guides from ARIS Learn that are specifically targeted to 3c. This work started with created “Expert Groups” for targeted competencies in 3b and 3c.

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

1. Some classroom observations have been conducted to focus explicitly on the timing allotments, chunking of activities/assignments, and the balance of teacher vs. student talk time. Feedback is provided to teachers to guide them in developing their practice.
2. Each administrator has a team of teachers that they focus on. We implemented this strategy to improve consistency and the level of follow-up. After a recommendations is made, the same administrator visits the same teacher to provide feedback on that specific area. Growth is monitored over time. Professional

goals were set in September as administrators met with each teacher.

3. After the 2nd round of observations for each teacher, the assigned administrator will set up a meeting to check in on their individual progress against our schoolwide focus on 3c as well as their own professional goals
4. Classroom observations that capture strategies that have been identified as best practice in professional development sessions, serve as benchmarks for implementation

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

1. This structure has been in place since August 2014 and will remain until June 2015.
2. In August, we created a timeline to ensure our compliance with the number of formal and informal observations required for each teacher. As of December 2014, we have completed at least one full round of observations for the staff as a whole with 2-3 observations finalized for some teachers.
3. Professional goals were created and submitted in September 2014, revisited in Jan 2015, and evaluated in Spring 2015. Our focus on 3c is ongoing throughout every observation and feedback session.
4. Professional development aligned to our Danielson expectations has been ongoing (monthly/weekly) since August 2014

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

1. Faculty complete reflections with an identified action step as a follow up after professional development sessions. Additionally, we share resources as an administrative team to guide next steps.
2. During our Cabinet meetings, we debrief our findings and use this information to revise and monitor our Professional Development plan as needed.
3. Staff members are encouraged to attend outside Professional development opportunities which may be aligned to their content or professional goals. Teachers turnkey this training to their colleagues upon their return. Examples include Urban Advantage (Science), Executive Functioning (Danielson), and “Productive Struggle and Mathematics”. Additionally, both our Monday and Tuesday professional development sessions are often differentiated by content team (Teachers College for ELA, Math Consultant Nicora Placa, etc)
4. Each month, we specify a Monday Faculty Conference where we focus on a targeted area of Danielson 3c. As a staff, we collaboratively discuss areas of strength, areas of growth, strategies that have been tried and their result, etc. We are consistently evaluating our current practices, revisiting as needed, and sharing best practices. Throughout the remainder of the month, we visit classrooms to ensure that next steps are being implemented on the classroom level.

Strategies to Increase Parental Involvement

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

1. During the September Open School Night meeting, faculty advised parents of how they lesson plan to provide scaffolds, extensions, etc. to support students’ progress in meeting Common Core expectations.
2. During the November PTC, the Individual Student Reports (ISRs) were distributed. Student progress and performance on NYS assessments were discussed in relation to classroom performance. In this way, parents were informed about how their child’s daily learnings was tied to the state test results.
3. Several of the teachers utilize Google Classroom which enables parents to see the homework and classwork assignments as well as scores.
4. The Parent Coordinator advised parents and families about how they could support their child at home.

Budget and Resource Alignment

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

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

- Purchased Datacation for the 2nd year, as well as Renaissance Learning, STARS, etc. to support greater integration of multiple data sources including Renaissance Learning, Schoolnet, etc. to support the creation and implementation of data-driven lesson plans designed to meet ambassadors at their level for optimal engagement.
-

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Graphic organizers, RACE writing acronym), book clubs, Schoolnet, Renaissance Learning, check lists, reflections,</p> <p>Teacher dedicated for grades 6, 7 and 8 for AIS in ELA</p> <p>Wilson</p> <p>After School Program</p>	<p>Small group One-on-one Small group (15 students) Tutoring</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group rotation</p>	<p>During the Day / After School During the Day / After School</p> <p>Small group – After School (15 students)</p> <p>Morning and Afternoon sessions (outside of the school day)</p> <p>After School</p>
Mathematics	<p>Schoolnet, Renaissance learning, Problem Solving Strategies (RACE), fluency, task extensions, H.O.T. (higher order thinking problems)</p> <p>Teacher dedicated for grades 6, 7, and 8 for AIS in Math</p>	<p>Small group One-on-one Small group (15 students) Tutoring</p> <p>Small Group</p>	<p>During the Day / After School During the Day / After School Small group – After School (15 students)</p>
Science	<p>Push-in services to assist with labs (hands-on experiments and investigations)</p>	<p>Whole group/Small group</p>	<p>During the day</p>
Social Studies	<p>Debate Club</p>	<p>Small group</p>	<p>After School</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling Services</p> <p>At-risk Services</p> <p>Peer Mediation</p> <p>Montefiore</p> <p>Advisory</p>	<p>Small group/One-on-one</p> <p>Smallll group</p> <p>One on one and small group</p> <p>Small group</p>	<p>During & After School (In house & Montefiore)</p> <p>During School</p> <p>During School/After School/Lunchtime</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (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.
<ul style="list-style-type: none"> - Hiring Fairs - Collaboration NYC Teaching Fellows - Networking Events - Working closely with Network HR point person to ensure teachers are HQT - Math Consultant (Creative Consultants) that works with our staff on curriculum, assessments and questioning techniques - Integrated Co-teaching PD's to ensure staff utilize the various models of a ICT partnership - Consultants from Teacher's College that works weekly in team meetings to plan with teachers and that coaches teachers during instruction - Inquiry with TC for staff - Opportunities for different roles within the school - Inter-visit periods scheduled for new teachers

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).
<ul style="list-style-type: none"> - Strategies will include: <p>Staff-wide professional development will be guided by administrative analysis on each Danielson competency based on staff formal/informal observations</p> <p>Building content team and grade teams to develop tasks collaboratively in alignment with curricular expectations</p> <p>Looking at school and class level data together on a cyclical basis to determine benchmark and interval status.</p> <p>Differentiating support from our Math Consultant Nicora Placa to include lesson planning, differentiation, strengthening engagement, co-teaching strategies</p> - Differentiating support from our TC consultants to include aligning co-teaching strategies with lesson objectives, correlating testing data to CC standards and curriculum units, etc. - Professional Development Activities are varied, both inside and outside our building, including: <ul style="list-style-type: none"> - Teachers of American History (SS) - Young Historians - Teachers College (ELA)

- Urban Advantage (Science)
- Outside Professional Development sessions include work with ICPT, ELLs, Nest and ASD, Looking at specific competencies of the Danielson Framework for Teaching (Network)
- Professional Development is on-going through mandated Monday PD session, September Opening days, Election Day, etc. This is in addition to our weekly Data and Common Planning sessions as grade content teams and our grade DWC (Developing Whole Child) sessions.
- Topics include the teacher evaluation system (Advance), Danielson’s Framework for Teaching, newly implemented CMP3 and Code X curriculum, and other observed areas of growth including effective Lesson Planning, Data Driven Instruction and Differentiation, Nest program expectations, etc.

New Teachers meet with mentors in addition to a monthly schedule of inter-visitations as well as article reviews

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

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

Budgetary decisions are made with the intent of providing the greatest good. Funding supports after school and Saturday academic programs for students in order to support their daily classwork as well as address any foundational gaps. Funding directed towards professional development is geared towards providing teachers with the resources, skill sets, and knowledge needed to meet the diverse needs of our students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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.

DBN: 11X529

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$258,294.96	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,299,425.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

**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 11	Borough Bronx	School Number 529
School Name One World Middle School		

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 Patricia Wynne	Assistant Principal Deirdre Hogan & Kameca Waugh
Coach Suada Paljevic	Coach type here
ESL Teacher Danielle Scicutella	Guidance Counselor Lorna Akabogu
Teacher/Subject Area Rose Capezuti/Special Ed ELA	Parent Kerry Smith
Teacher/Subject Area type here	Parent Coordinator Lisa Grant Lynch
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Elmer Myers	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	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	351	Total number of ELLs	28	ELLs as share of total student population (%)	7.98%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							16	10	2					28
SELECT ONE														0
Total	0	0	0	0	0	0	16	10	2	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	13

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	11			4			13			28

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	11	0	0	4	0	0	13	0	0	28
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	9	1					24
French							1	1	1					3
SELECT ONE														0
TOTAL	0	0	0	0	0	0	15	10	2	0	0	0	0	27

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	10	2					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	16	10	2	0	0	0	0	28

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1	1					4
Intermediate(I)							3	5	1					9
Advanced (A)							10	4						14
Total	0	0	0	0	0	0	15	10	2	0	0	0	0	27

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	1			16
7	9	1			10
8	1				1
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	15		1						16
7	9		1						10
8	1		1						2
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use two forms of assessment: Performance and Achieve 3000 to obtain their lexile levels. The data states that our ELL's are reading below grade level by at least 2 years. The students have the most difficulty with inferencing. Our instructional goal for the year is for all of our students to make one additional years progress in Reading. This will be measured by Performance Series and

Achieve 3000. Instructionally we have added Independent Reading periods in ELA, SS, and Science (to add to non-fiction reading.) Research shows that 45 minutes of additoinal IR can improves students reading levels by one year. In addition, all students have and AIS period 2x per week which students use Achieve 3000 to build reading level and to practice inferencing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students performing on the proficient level on the LAB-R and NYSESLAT continue to be assessed in all subject areas and are being tracked for areas of growth and next steps.
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](#))
RNMR data is not available as of 11/14/13
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?

Grade 6: In grades 6 through 8 students were not administered the periodic assessment. All students is all grades are given a pre assesement, culminating task and post assesment for each unit of study. We take this information and make small groups with in the class and teachers articulate areas of need with service provider.
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.](#))
We are a 6-8.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Our school demographic in regards to native language is fairly limited. Upon enrollement all parents are given a Home Language Survey which they complete and inform the school of their preference of instrucion. We currently do not offer Bi-lingual services and inform parents of this at the time of enrollment. Within the class ESL students are immeresed in lessons and activities. We have Spanish libraries available to students and when necessary we offer translations. ALL teachers are expected to differntiate instruction regardless of language. Lesson plan templates created by the staff has a specific coulumn where teacher explains differentiation.
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?

see below:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have 6 week cycles of assessing ELL's data. According to the data, we revise instruction and the strategies used in order to best serve our ELLs population.

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.](#))
Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level.

All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teachers mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services.

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.
Upon enrollement and after taking the LAB- R parents are called in and the findings are discussed. If ESL services are needed we carry on with the next steps of giving parents the information in language that best suites them and set an appointment for them to watch the informational video. After the viewing parent is given time to consider the options and we carry out the next steps we as a school are required to.
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 [\[see tool kit\]](#).)
Seeing that our ELLs population isn't too large we haven't had issues with returning paperwork. We urge parents to complete paperwork in the school building and if need be the pupil accountant secretary will follow up with phone calls to the homes to retrieve said documents.
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.
We follow the criteria and procedures set by the DOE. Upon registration and completion of the Home Language Survey we follow up with LAB-R testing, parent consultation and ultimately ESL seeing that this is all we offer.
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.
Since the NYSESLAT is a state test we follow the steps that are set out by the State. Our testing coordinator, IEP teacher and ESL teacher plan the schedule for testing and follow through with the directions set out by our BAID and the State Handbook.
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. 
Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teachers mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a

waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services.

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])?

Our ESL teacher pulls out students throughout the week on all grade levels grouped by ability.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

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.

ESL strategies is provided during the Humanities period in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are then developed and taught through content area material in whole and small groups for the mandated segments of time (360/180). Students are given activities to build prior knowledge on the specific subject being addressed. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structures as well as graphic organizers are used to help outline the

information and to teach organizational techniques that support comprehension. SIFE students are being emersed in the basics of the English Language during their small group time. They also receive academic intervention services to support their learning and to facilitate a safe learning environment. Newcomers are receiving language support from the ESL teacher and the classroom teacher as well. They are being introduced to project based learning with clear learning outcomes identified. The classroom teachers are using differentiation to scaffold lessons and address the needs of the students. Long-Term Ells are receiving their mandated sessions with the ESL teacher. Their instrucion is being tailored through project based instruction by both the ESL teacher and the classroom teacher to make their learning more authentic in order to meet the instructional outcomes that have been set in the content units as well as their ESL goals. Project based learning also allows the students to learn from each other and practice their reading, writing, speaking and listening skills in a safe and structured environment put in place to educate the whole child. Students with IEP's requiring ELL's service receive services through a push-in and push-out model depending on the IEP

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

We evaluate students twice a year in their native language with the ESL teacher.

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

The current ESL program in the building is a program in which the certified ESL teacher pulls the students out of their mainstream classrooms heterogeneously and works on the four modalities of language using ESL strategies in a separate location. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together. Intermediate & Beginner ESL students receive 360 minutes per week while Advanced ESL students receive 180 minutes per week of ESL instruction.

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).

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 implementing a limited push-in model where students are supported in the classroom with supplementary information, pictures, a

vocabulary

to assist them in following and learning the curriculum (especially in mathematics.) This plan is in place for newcomers as well.

There are currently no SIFE ELL students. The long-term ELL student receives specific individualized instructional. Effective programming will include a challenging CCLS curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher, 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. During professional development days, specific strategies and tips for effective instruction of ELL's are to be addressed. Addressing the needs of ELL students are also included in the teacher's /staff handbook distributed to all staff.

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?

Achieve 3000 to assess lexile and build lexile, comprehension, writing

Small groups based on levels with leveled materials

Explicit Modeling

Scaffolding

Junior Great Books

Verbal Presentations

Think pair share

Graphic Organizers

The above materials are researched based methods that have been tried and tested in various schools with positive outcomes.

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 build in time and Common Core programs suggested by the city. We adhere to the guidelines of the DOE.

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:	english			
Social Studies:	english			
Math:	english			
Science:	english			

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

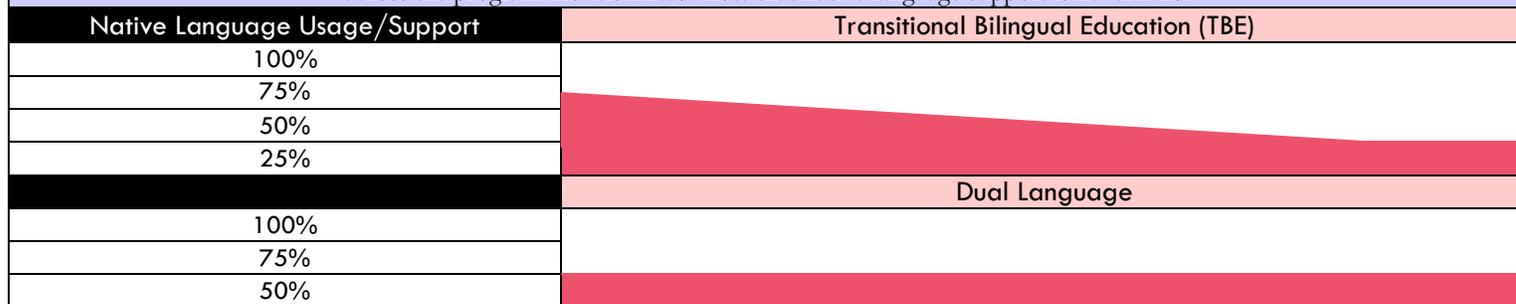
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- AIS 2x per week in Math and ELA
Achieve 3000
Khan Academy
Performance Series
Willson
JGB (research based reading program)
Components of CODEX and CMP3
Hands on activities
Tier I,II, III vocabulary
Pre-teaching
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELLs studnets are fully immersed in all content areas. Since we are only in our 3rd year and curriculum has shifted it is premature to make a quantative assessment.
11. What new programs or improvements will be considered for the upcoming school year?
- We still need to collect the data on the current programs -- it is too soon to tell.
12. What programs/services for ELLs will be discontinued and why?
- We need to follow thru for a cycle before discontinuing any program. Programs take time and effort to implement and discontinuing a program this early in the year will be a disservice to the students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are invited to participate in all programs. If ELLs fell into our bottom third they are invited to our first cycle of after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Achieve 3000
Khan Academy
Performance Series
Wilson
Project Based Learning
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As an ESL school the native language is used as necessary with supports in the form of dictionary and readings.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
- Historically all of our ELL's come identified from their elementary school, if not or for new admits Home Language Survey is completed and we follow due process.
18. What language electives are offered to ELLs?
- We do not offer language to students -- we offer technology coding
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

In our freestanding ESL Programs, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT.

The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of E.S.L.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grade 6. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On and Afterschool Sports Clubs.

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 and Support

Teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies. Our teachers receive support from our network leaders and ELLs liaison.

As a school our mission and format of the 6th grade students schedule makes it so that they are with two teachers for all subject areas to allow for a smoother transition to the Middle School Environment.

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?

Parental Involvement

All parents will be invited to our Family Literacy and Math Workshops which will be held in the evenings, to support them in helping their children at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. Some workshops will assist parents of ELLs specifically in navigating the resources in the school and community. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: One World Middle School

School DBN: 529

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Wynne	Principal		1/3/14
Kam Gordon	Assistant Principal		1/3/14
Lisa Lynch	Parent Coordinator		1/3/14
Danielle Scicutella	ESL Teacher		1/3/14

	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Suada Paljevic	Coach		1/3/14
	Coach		1/1/01
	Guidance Counselor		1/1/01
Elmer Myers	Network Leader		1/3/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x529 School Name: One World Middle School

Cluster: 2 Network: 607

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

Part A: Needs Assessment Findings

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

We conducted our assessment of written translation needs by reviewing necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Parent Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for all new ELLs as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with parents and guardians. Our classroom teachers communicate to ESL Department which parents are non English speakers and need oral interpretation regarding their students.

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

The assessment of our written and oral interpretation needs revealed that that less than 10% of our ELLs parents spoke Spanish. At the present time, we have many teachers who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. In addition to Spanish we currently have teachers who speak the following languages: Albanian and French. In addition, our Parent Coordinator contacts the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

Part B: Strategies and Activities

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

We have support staff, community associate and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our teacher and community associate. Classroom teachers also have oral translation services provided upon request..

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

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages, as well as other lower incidence languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently parents rely on adults or relatives for language and interpretation services if they choose