

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q010

School Name:

I.S. 010 HORACE GREELEY

Principal:

CLEMENTE LOPES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Horace Greeley Middle School School Number (DBN): 30Q010
Grades Served: 6-8
School Address: 45-11 31st . Ave, Long Island City, NY 11103
Phone Number: 718-278-7054 Fax: 718-274-1578
School Contact Person: Clemente Lopes Email Address: Clopes@schools.nyc.gov
Principal: Clemente Lopes
UFT Chapter Leader: Cathy Sarlo
Parents' Association President: Pauline Grech
SLT Chairperson: Maria Zic
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Amal Salamah
Student Representative(s): N\A

District Information

District: 30 Superintendent: Dr. Phillip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Queens NY, 11101
Superintendent's Email Address: Pcompost@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens NY, 11101
Director's Email Address: Lpender@schools.nyc.gov
Phone Number: 917-826-8584 Fax: N/A

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Clemente Lopes	*Principal or Designee	
Cathy Sarlo	*UFT Chapter Leader or Designee	
Pauline Grech	*PA/PTA President or Designated Co-President	
Ana Gantzer	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yolanda Valentine	CBO Representative, if applicable	
Amal Salamah	Parent	
Dylsia Tapia	Parent	
Claudia Chacon	Parent	
Meer Rubino	Parent	
Michael Mascitti	Teacher	
Karen Martin	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Zic	Teacher	
Christine Mascitti	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school sits in the midst of Long Island City, Queens, in close proximity to two of our three feeder elementary schools and William Cullen Bryant High School. Long Island City is a densely populated community, which includes: small businesses and multiple dwellings, Museums of Art and the Moving Image and industrial buildings. There are a large number of recently arrived immigrants from the Middle East, Asia, Europe and South America. 51% of our students are Hispanic, 19% of our students are Caucasian, 22% of our students are Asian, and 7% of our students is African American. Originally designed and built as an elementary school, and functioning for many years as a Junior High School, we are presently an intermediate school servicing grades 6, 7 and 8 with a population of 834 students. The rear of the school is adjacent to an asphalt park, which is used for recess activities.

I.S. 10Q, proudly continues to have partnerships with the Museum of the Moving Image, GoodWill Industries, the Young Explorers (NYPD), and the RAPP program.

Inside, we have a science room with experiment tables and sinks, a multimedia library, and a fully equipped auditorium with sound system; although ready to be upgraded it is still functional. All classrooms have access to the Internet and are equipped with interactive white boards. The school has wireless capabilities in all student classrooms, and several computer carts assist with projects and research. The cafeteria facility for students has limited space making it necessary, for safety reasons, to have additional lunch periods.

Our school mission is at the center of our daily commitment to increase student's outcome and success:

"Horace Greeley's mission is to provide every student with the skills, academic knowledge, emotional support, and values needed to compete and succeed in the 21st Century. We are committed to the belief that a quality education is the product of a nurturing staff, involved families, high expectations, and an atmosphere respectful of individual differences. Parents as partners in education are encouraged to foster the growth of their children by becoming more involved in our school community.

I.S. 10 encourages children to excel and become lifelong learners. To reach these goals, students will be engaged in activities that foster critical thinking, problem solving, and decision making through academic rigor, technology, and the arts."

The number of students with disabilities and receiving mandated services, is 16% of the population. Horace Greeley has four self-contained special education classes, one twelve-to-one class and three twelve-to-one-to-one classes. We have six ICT classes, two on each grade level. Additionally, there is one resource room teacher and two speech/language teachers, each with a full complement of students from each grade. Students are mainstreamed into general education classes at the discretion of the IEP team, and self-contained teachers' recommendations. The criteria for mainstreaming are performance in subject area, individual assessment by the I.E.P. team to measure behavior, suitability for individual students to perform in a mainstream class with the workload required and student interest in a particular subject area.

There are approximately 26 general education students receiving resource room services. Fourteen percent of our students are English Language Learners (ELL). Dozens of native languages are represented in our diverse population. Due to the diverse immigrant population, there are insufficient numbers of students in most native languages to form bilingual classes. We have created the following ELL classes, one 6th grade class, one 7th grade class, and one 8th grade class. Each of our 3 ELL classes are taught language arts, ESL, science, social studies, and mathematics by permanently certified teachers. All ELLs, receive the mandated\required times of arts, and physical education.

Our parent coordinator in unison with the parents of our Parent Association, provide workshops and other parent activities to increase parent involvement and increase their understanding on areas such as; The Common Core Standards, The adolescent child, test sophistication, and social and emotional needs.

In cooperation with the administrative and instructional cabinet, and the SLT, we determined that rigorous instruction in science, and an alignment throughout the grades of the curriculum for the subject was necessary in order to move forward and meet AYP for this coming year. Further, after reviewing our quality review document it became apparent that improving and aligning assessment in the classroom will be another focus for the 2015-2016 school year.

30Q010 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	861	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	13	# Drama	11
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.4%	% Attendance Rate			93.0%
% Free Lunch	58.2%	% Reduced Lunch			3.2%
% Limited English Proficient	13.8%	% Students with Disabilities			16.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			6.9%
% Hispanic or Latino	51.2%	% Asian or Native Hawaiian/Pacific Islander			22.0%
% White	19.0%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.65	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	3	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.55
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	23.4%	Mathematics Performance at levels 3 & 4			31.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			53.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			NO
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

With the assistance of data specialist, the instructional and administrative cabinet conducted an assessment of all data in relation to rigorous instruction in all subgroups in science. Our needs assessment was a combination of a questionnaire survey and discussion with the content teachers, parents, administrators, School Leadership Team, in regards to the use of materials in our science classrooms, the use of technology as well as the increasing the Laboratory practice for the 6th and 7th grade students. The leadership team and teacher specialists were involved in the examination of the data and in the assessment of the effectiveness of our current instructional programs. We analyzed many quantitative and qualitative data sources but kept our focus on the NYS science exam.

Prof. Level 1

Year	2013	2014	2015	2016	2015 Goal
Gr. 8	5%	11%	5.6%	5.6%	5% Dec

Prof. Level 2

Year	2013	2014	2015	2016	2015 Goal
Gr. 8	43%	34.9%	39.9%	44.9%	5% Inc

Prof. Level 3/4

Year	2013	2014	2015	2016	2015 Goal
Gr. 8	52%	54.5%	59.5%	64.5%	5% Inc

4. Additional instructional support in grade six and grade seven science., remains a top priority for all of our students. Aside from the aforementioned quantitative data, the following qualitative data will be used to monitor and address

SCI needs: Formal and informal observations, portfolios, rubrics, writing samples, class work, homework, and projects will also be utilized for student progress. 1. Data shows that we have steadily made progress since 2013.

2. Our PI did not meet our progress target for our subgroup, Hispanic or Latino, SWD, ELL, and economically disadvantaged.

3. We intend to continually monitor the progress of the student groups, by analyzing data from Datacatation, periodic assessments, pre and post assessments, inquiry team work, NYC performance exams, and the school quality guide, and offer additional support to targeted specific student subgroups.

5. Based on the review of the Data, and input from the administrative and instructional cabinet, we have decided to align the Science curriculum throughout the grades to mirror the grade eight mode of instruction, and ensure that laboratory practice, short answers format, and multiple choice stamina, becomes uniform throughout the grades, and a priority to ensure rigorous instruction early on.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 5% of students will move from a Level 2 to a Level 3(Approx: total 71 students). By June 2016, we expect to see a 5% (Approx: total students 151 Students), increase in students moving from a Level 3 to a Level 4 on the state science exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide weekly meeting time for teacher teams. Professional development Mondays, will be used to have all grades practice and learn the mechanics of the administration of the practical component of the NYS science exam, in order to begin instruction for this piece as early as sixth grade.	All science teachers.	September 2015 to June 2016	Principal and Asst. Principals.
Teacher Professional Learning Teams. Teacher teams meet with Inquiry team bi-monthly to analyze department data (by grade, class, gender, status)	All Sci. teachers, and Asst. Principal	November 2015 to June 2016	Principal, Teachers and Asst. Principal.

Science and AIS teachers. Monthly department meetings with department heads. Influx, during spring, for targeted classes, will take place for science in the AIS program.	Asst. Principal, Sci. Teachers, and AIS teachers	October 2015 to June 2016	Asst. Principal, Sci. teachers, AIS teachers.
After-school science and test sophistication program.	All Grade 8 th students.	January 2016 to June 2016	Science teachers, Asst. Principal, Sci. Dept. chairperson, Principal.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
NYSTL Software Funding, Fair Student Funding, Title I Funding, Tax Levy Funding											
One supervisor per session two days per week											
Four Teachers per session two days per week											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We intend to continually monitor the progress of the student groups, by analyzing data from Datacation, periodic assessments, pre and post assessments, professional learning team minutes, NYC performance exams, the Progress Report, and offer additional support to targeted specific student subgroups.
Formal and informal observations, portfolios, rubrics, writing samples, class work, homework, and projects will also be utilized for student progress. We are committed to student progress in science.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In order to improve our teams, we first analyzed the results from the walk through conducted during our QR, and it was reported that school leaders consistently communicate high expectations to the entire staff, and provide training for teacher teams. Teacher teams and staff establish a culture for learning that consistently communicates high expectations and offers on going and detailed feedback and guidance advisement and support. Consequently, the next step was to breakdown our item skill analysis to focus and pinpoint the strands we were weaker in from the previous year’s data. For example, this preliminary analysis identified “Standards of need” using the following factors:

High frequency of questions in which specific standards occur

High frequency of low percentage “correct” question responses as a school (per grade)

High frequency of low values in the difference in percentage of “correct” question responses as a school/grade as compared to NYC results.

Teachers created curriculum maps, pacing calendars, and altered the Expeditionary Learning curriculum in order to address our SWD and ELLs. Data analysis, and identification of strands from last year’s results, guided our initial team meetings, and the teams were further supported by our network specialist and consultants who have conducted professional development to our professional learning teams, and Cabinet.

After teacher teams analyzed the data, they created and used assessments and rubrics that were aligned with the school’s curriculum. The school uses common assessments to determine student progress toward goals across grades and subject areas. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment .

However, teacher assessment practices inconsistently reflected the use of ongoing checks for understanding to make effective adjustments to meet all students learning needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will further improve and align assessment in the classroom to curricula, to address scaffolding techniques, and checks for understanding for all ELLs, SWD, lower one third and upper one third in the classrooms. These alignment will be reflected in the lesson plans, curriculum maps, and/or pacing calendars. Progress will be measured via in house assessments, and low inference observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Principal will schedule regular teacher teams, and will program Professional Development Mondays for teams to meet and conduct professional development to increase teachers' pedagogical knowledge around the development of lesson plans that include scaffolding techniques, and assessment for understanding for all learners in the classroom.	All Teachers	June 2016	Principal, Asst. Principal of Dept., Chairperson of Dept.
Three to five professional development sessions on teacher created assessment, actionable feedback, and scaffolding. Professional development to be provided by the teacher's center (UFT), CITE, and Asst. Principals.	All teachers	November 2015 to June 2016.	Principal, Asst. Principal of Dept.
Principal and Asst. Principal will attend and facilitate weekly team meetings for all teams to ensure that sufficient planning time is provided, and that the necessary modifications to the curriculum are taking place. Units and tasks will be evaluated and discussed by the teams, Asst. Principals, and Dept. Chairs.	All teachers	November 2015 to June 2016	Principal, Asst. Principals.
Intervisitation schedule will be proposed and created, for teachers to observe their revised units and lessons, and foster a more teacher to teacher feedback system, and sharing of best practices. A protocol and a standardized form will be used to streamline the process and maximize feedback among staff members.	All teachers	September 2015 to June 2016	Principal, Asst. Principals.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Budget will be allocated for teacher and supervisors per session to attend workshops. School program is aligned to ensure that all Professional Teacher Learning Teams have a common time to meet, and allowed for flexibility in intervisitation.
Provided Smart boards for all classrooms, allocated funds to purchase more laptops to assist with technology. Purchased BoardWorks, a technology program that assists teachers create digital lessons with scaffolds and assessments. Purchased PupilPath, an online system that assists parents with the monitoring of the children's progress and curriculum instruction, and Skedula, a software system that encompasses grading, communication with parents, anecdotal logs, data analysis.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Instructional practices are continuously monitored via low inference and formal observations. Our school instructional goal, which goes hand in hand with high order thinking skills, is always at the forefront of our observation practice, and revised unit plans, lesson plans, assessment practices, and scaffolding techniques will be revisited and analyzed every four to six weeks, with a mid-point assessment planning meeting in February 2016.</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	New York State ELA exam, teacher’s recommendation.	While in ELA students use Expeditionary, during AIS Students use the STARS (Strategies to Achieve Reading Success) workbooks which address various skill sets for ELA on all three grade levels (6, 7, 8). In addition to STARS, they also use the text, Measuring Up, which is a guide to Success Strategies for the State Test during the regular school day AIS class. AIS teachers also utilize and in-house created AIS curriculum.	Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program	Service is provided during the regular school day, and it is embedded during their regular program.
Mathematics	New York State Math exam, teacher’s recommendation.	Students use the New York State Coach workbook, as well as, Mastering the Intermediate Level Mathematics Test workbooks, and New York State Mathematics workbooks on each grade level (6, 7, and 8) during the regular school day AIS class. AIS teachers use an in-house created curriculum.	Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program	Service is provided during the regular school day, and it is embedded during their regular program.

Science	New York State ELA exam, NYC science performance exam, teacher's recommendation.	8th Grade students used Life Science Third Edition textbooks and Earth Science New Edition textbooks in order to prepare for the 8thGrade Science Exam during the regular school day AIS class. In-house created curriculum is also utilized.	Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program.	Service is provided during the regular school day, and after school. Service is extended after school on Wednesday and Thursday.
Social Studies	New York State ELA exam, NYC social studies performance exam, teacher's recommendation	8 th and 7th grade students use American Nation textbooks and in house primary sources packet created by the social studies professional learning team. During the regular programmed AIS class. In-house created curriculum is also utilized, and America, history of our nation.	Classes and students are programmed four times per week in AIS classes, and only targeted students are placed in the AIS program.	Service is provided during the regular school day, and after school. Service is extended after school on Wednesday and Thursday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP team recommendation, Special education teacher recommendation, grade subject teacher's recommendations, counselors' recommendations, RTI teachers' recommendation.	Counselors provide at-risk services such as: Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, and Academic Counseling during the regular school day, and our RAPP program provides relationship counseling via a certified social worker four times per week. School psychologist provides at-risk via Individual Counseling, recommendations for outside counseling	Individual conferences, meetings, and assistance is provided on a case by case basis.	Services are provided during the regular school day.

		<p>services, and Academic Counseling during the regular school day.</p> <p>Social Worker provides at-risk services via Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, Academic Counseling, and classroom visitations and evaluations.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development Schedule: Various Mondays throughout the year.</p> <p>Monthly Department Meetings</p> <p>Monthly workshops on CCLS alignment and CCLS Task Development.</p> <p>Monthly workshops on Depth of Knowledge and CCLS and Rigor</p> <p>Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, Rigor, and student to student discussion.</p> <p>Bi-Weekly Team Meetings</p> <p>Peer inter-visitation scheduled for teachers</p> <p>Biweekly mentoring support for first year teachers</p> <p>Weekly Team Meetings</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ol style="list-style-type: none"> 1. Learning teams meet bi-weekly, and Department Chairs are present. 2. Department Chairs, meet with department supervisors, and principal to report and discuss agendas. 3. Assessments, progress, and strategies are discussed. 4. Asst. Principals, Principal, and Dept. Chairs Members of Instructional Cabinet.

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	504,780.00	X	5A – Part 4/4b
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5A – Part 4/4b 5C – Part 4/4b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,615,776.00	X	5C – Part 4/4b

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy for I.S.10Q, The Horace Greeley Middle School

I.S. 10 agrees to implement the following statutory requirements to 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, I.S.10 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, School Quality Guide, 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;

School-Parent Compact (SPC) For I.S. 10Q, Horace Greeley Middle School

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

I.S. 10 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide teachers with professional development
- Provide parents with trainings with workshops on content
- Create classroom environments conducive to the workshop model
- Provide leveled libraries in each classroom
- Provide word walls for student reference

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Teacher conferences for the compact are held in November and March

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Phone conferences as needed
- Progress reports produced by Skedula
- Access to I.S.10 website, to ease communication with teachers, and check school assignments
- Training in Pupilpath, to assess their children progress in standardized exams and report cards
- Parent conferences with classroom teachers
- Parent conferences with guidance counselors, deans, assistant principals, and principal

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade
- Access to Skedula, Aris, and I.S. 10 website

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Open House
- Orientations
- Tours on Tuesdays
- Join and volunteer Parents' Association

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or

evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs(participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

We, as I.S. 10 parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities:

We, as I.S. 10 students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- Do all my assignments every day and ask for help when I need to.
- Read and practice learned skills for a minimum of at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Be responsible for my learning

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

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

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

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

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

Part A: School Information	
Name of School: <u>I.S.10, Horace Greeley M.S.</u>	DBN: <u>30Q010</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The overriding goal of our after school ESL program at IS 10Q, is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English, and Mathematics. Content area instruction will be provided in English. The integration of vocabulary acquisition through the implementation of the Preparing For the NYSESLAT model in the lessons, and the use of Mindplay. Scholarcentric, will be used to scaffold the student's strengths and targeted learning styles. Allocating sufficient time for conceptual analysis. Scaffolding techniques consistently employed throughout the program, which include hands-on activities, visual demonstrations, and the use of computer software, play a critical role in developing and learning abstract concepts.

Instructional Materials Used:

Getting Ready for the NYSESLAT

Scholarcentric

Mindplay (for SIFE and level B students)

The students that will be served are all ELLs, ELLs/SWD, in grades 6 to 8

Students will attend Wednesday through Thursday 3:00 pm to 4:30 pm, from November 12th, 2014, through May 28, 2015. The Language of instruction is english, and all teachers are certified ELA/Math 7-12, and one ESL certified teacher.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Contractual professional development sessions will be used for ESL staff development.

PD topics are: Mind play and Scholarcentric, training for implementation of program, ESL lesson planning and differentiation, ESL classroom management skills, selecting ESL teaching materials, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

All teachers serving ELLs will continue to attend ongoing school based & network workshops.

Subject area teachers, Asst. Principals, and guardian counselors will receive ELL training via the network, and during our 2 scheduled professional development days.

A multisession SWD/ESL Clinic will be scheduled for teachers of SWD students with ELL classification, to be spread out through this academic year, and will take place during the school day. Teacher's trained will be covered in order to attend training. Training will be provided by ELL Network specialist.

All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment. Their mentoring will be tracked via the already existing mentoring system.

New teachers will continue to be provided with the mandated 7 ½ hours of ESL training. Conversation

Part C: Professional Development

with the Network will be determined if the training will be conducted in-house or outsourced. PD is provided by the CFN 208, Cite PD specialists, and our ELL teacher Ms. I. Zucker. The P.D. comprises of a 3 hr. 3 session P.D. on academic rich language and DOK for ELLs. This is separate from the ELL clinic.
Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Parent orientations are conducted for parents of newly enrolled ELL's to provide them with information about available programs. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.

A monthly open house is conducted on the second Tuesday of every month for the whole year. Open houses are conducted by our Parent coordinator, and ELL supervisor, Mr. A. Centola.

A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations. ELL parents are encouraged to meet with teachers regarding their child's performance at least twice a year. Translators are provided both in-house, and Via the DOE translation unit.

An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests. Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.

Citizenship classes, and information on Citizenship requirements, continues to grow and is conducted in cooperation with Good Will Industries, to assist with the integration of new ELL Parents into the community.

Our CBO, Goodwill Industries, continues to provide adult ELL classes for parents. All notifications are back packed home, advertised on our Website in several languages, and announced via telephone through our automated School Messenger.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 010
School Name Horace Greeley Middle school		

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

Principal Clemente Lopes	Assistant Principal Alfredo Centola
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Iris Zucker	School Counselor Sharon Narvaez
Teacher/Subject Area Deborah Ulip/ELA	Parent type here
Teacher/Subject Area Cathy Papas/MATH	Parent Coordinator Carolyn Peterson
Related-Service Provider Good Will Ind.	Borough Field Support Center Staff Member
Superintendent Dr. Philip Composto	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	785	Total number of ELLs	90	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	15
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	40	Long-Term (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	46	2	2	40	0	8	9	0	3		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							20	21	7					0
Chinese														0
Russian														0
Bengali							5	4	2					0
Urdu							1	4	1					0
Arabic							5	6	6					0
Haitian														0
French														0
Korean														0
Punjabi								1						0
Polish							1		1					0
Albanian							1	1						0
Other							3	3	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0			
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - ELLs are evaluated by an informal interview, NYSITELL, DRA, In-house Pre and Post Assessments, and student work. The data provides a baseline reading and writing level which is then used to determine placement and additional services for the students.
 - The NYSITELL and NYSESLAT results over a three year period reveal that there are a large percentage of three-year Advanced students that are on the Proficiency borderline. This pattern helps direct instruction specifically towards this need as students will reach English Proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We are currently awaiting the results from the state.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We are currently awaiting the results from the state
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

N/A
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
The Lab-R/NYSITELL, NYSESLAT over the last three year period, have shown that many of our ELL students that range on the 4-6 years in the school system are approaching proficiency. In order to facilitate the transition, we have created after school programs that are geared toward test sophistication, and our AIS program focuses on writing and comprehension for ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
School Inquiry Teams analyze data on NYS Math and ELA exams, NYSESLAT, student work portfolios, and in-house assessments. By collaborating with instructional teams on a bi-weekly basis, data is disseminated to the instructional teams, analyzed, and incorporated directly into units and lesson plans. Furthermore, the data will be used to drive the instructional focus of the after school NYSESLAT program.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
I.S. 10, monitors performance through Learning walkthroughs, Formal and Informal observations, snapshots, State Exams results, Report Cards and in-house Periodic assessments, the ELL focus is constantly being realigned according to students' needs, and skills.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - Administer the HLIS
 - Informal Interview in English and Native Language through the assistance of internal translators and/or the DOE Translation Unit
 - Clemente Lopes, Principal and Alfredo Centola administer the informal interviews, HLIS, initial screening interviews, the NYSITELL, and placement into program
 - Annual Evaluation of ELL's is done based on the results of NYSESLAT levels, and students are regrouped accordingly.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 - Conduct interview with members of the team
 - NYSITELL administered
 - Determination of student prior knowledge and education
 - Placement in class to address social and emotional need
 - Focus on Literacy and Math
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 - Clemente Lopes, Principal
 - Alfredo Centola, Asst. Principal - ESL
 - Iris Zucker, Teacher/ESL
 - Sharon Narvaez, Guidance
 - Conduct informal interview in native language and English
 - Initial assessment via NYSITELL
 - If IEP present from U.S. or another country, guidance and school psychologist will enter the process
 - Review of all pertinent documentation
 - Program placement
 - Possible evaluation for special Ed. by team
 - At Risk services provided for a duration of eight weeks
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 - Parents of new students fill out a Home Language Identification Survey (HLIS) upon registration.
 - Students whose HLIS indicates that a language other than English is spoken in the home are given an English proficiency, NYSITELL, within 10 days of admittance to determine their entitlement to ESL services. (In some cases, a Spanish LAB is also administered.)

-Parents of students determined to be ELL (as per testing), are given a parent choice letter.

Parent coordinator follows up with phone call at home with the assistance of a translator.

-The Guidance Counselors and Administration organized Parent/teacher Orientations to familiarize the incoming students with the school and its policies.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Guidance counselors and administration organize a parent orientation to familiarize the incoming families with the DOE policies and regulations, the parents bill of right, upon registration the video describing their choices is shown, and the school policies and regulations are also discussed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

New ELL students are given a tour of the building along with their parents. In recognition of the importance of Parent/Family involvement in a child's education, a general orientation session is scheduled during the month of October. It is an evening orientation where parents are provided with all information regarding program requirements, standards, assessment and school expectations.

The school complies with the Chancellor's orientation requirement by additionally providing an orientation session for every parent of a potential ELL student. These orientations will take place in the Parent Coordinator's office, with the Parent Coordinator and the Assistant Principal of ESL, immediately upon registration of the new student. At these sessions, the required video will be shown, specific information as to what the school offers ELL students will be presented, and the choices they have available to them will be given. After the sessions, parents are able to fill out a survey to convey their choice of program; either Transitional Bilingual Education, Dual Language, or Freestanding ESL. Upon review of the Parent Survey and program selection forms, the trend continues to be overwhelmingly Freestanding ESL. Any parent who chooses another program is provided with locations where the program is offered.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent forms are given on the day of registration, and the parent coordinator provides an area where the parents are allowed to view the video. Forms are returned on the same day.

When forms are not returned on the same day, the parent coordinator follows up with phone calls, that are consequently followed up by the Asst. Principal outreach in order to have all forms returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Asst. Principal, has a log of all ELL entitled students in the building

Log is updated as letters are returned

Parent coordinator and Asst. Principal outreach to those families who have not returned letters.

Outreach continues until all letters are accounted for

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are distributed via Mr. Centola in room 115 to children

Announcement is made via our website to expect letter at home

Follow up phone calls via school messenger for targeted students

Follow up by parent coordinator and Mr. Centola.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documentation is kept in room 115, and room 107, in a binder with a section for each class and student.

-Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

11. 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.

1. ESL teacher is freed of her duties and appointments are made for the students to take the Oral portion of the test through out the day.

2. ESL teacher is scheduled to administer the Listening part of the exam to targeted classes.

3. ESL teacher as a testing schedule to administer the written part of the exam to the ESL classes and SWD students entitled, within optimum testing conditions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parent notification letters are distributed via Homeroom dissemination to children

Announcement is made via our website to expect letter at home

Follow up phone calls via school messenger for targeted students

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The program that has consistently been strongly chosen has been Freestanding ESL.

The programs offered are alligned with the parents' request. 99% of newly registered ELL parents have chosen Freestanding ESL, with only one parent choosing bilingual education during the 2010-2011 school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

I.S. 10 has set up a Freestanding ENL program. All of the 95 students in our program will receive the mandated number of minutes or more in ESL and ELA, accordingly as determined by the NYSITELL and the NYSESLAT. Regardless of their level, they will receive a minimum of 8 periods per week, 45 minutes per period, in ELA. They will then receive ENL in accordance with their results in the NYSESLAT once the data is received.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL periods are provided in two venues: 1. 4-5 periods of freestanding ENL. 2. 3-4 periods of ENL via push-in model into a core subject area. Each period for a duration of 45 minutes.
3. Describe how core content is delivered in each program model. 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.

ELLs are provided with differentiated instruction within their ELA, Math, S.S., Sci., and ENL class which includes grouping based on specific needs with targeted skills in order to maximize growth. This methodology is closely followed in our after school program where the students are grouped according to ability, and not according to their corresponding grade level. Core content is delivered via their core classes by the content area teachers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are given the opportunity to take the NYC Performance exams, and the NYS exams in their native language, and will take the assessment if needed in separate location.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The overriding goal of our ESL program at IS 10 is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English. Content area instruction will be provided in English.

 - The integration of vocabulary acquisition through the implementation of the workshop model in content area lessons.
 - Allocating sufficient time for conceptual analysis.
 - Scaffolding techniques consistently employed throughout the lesson, which include hands-on activities and visual demonstrations, play a critical role in developing and learning abstract concepts.
 - Opportunities are provided to display the scaffolding of content area material at all levels of English acquisition.
 - A comprehensive review of key vocabulary is displayed through the use of word walls.

All these techniques are monitored and evaluated via learning walkthroughs, formal and low inference observations, and intervisitations.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

a. Sife: Two of our ELL students have been identified as SIFE students. These students have been identified through academic records, grades and test scores, informal assessment of literacy skills, interview and inquiry into a student's academic background and writing samples. In addition to our After School ELA and Math Program, SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. SIFE students also use the following resources: Spell-Read and Sound Reading, a program that is devised primarily for Beginners ENLs, to train the students in the beginning stages of the English phonics and phonemes. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

b. New comers: In addition to all the services described under the developing and SIFE description programs, our focus will be on parent and child outreach and assimilation to community and school culture.

Parents of students who are new to the country need a lot of support from the school community.

Translation Funding can be used to help facilitate this transition. These services will be used to:

- Communicate information about the school's academic programs and after school programs
- Communicate information about a child's academic progress and student needs
- Translating written communications between school and home

Also, our I.S. 10 website, that is used primarily for communication with parents, is able to translate all information to parents in more than 70 different languages with the simple push of a button. Awaiting data

c. Developing: ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students' cultural and linguistic backgrounds and life experiences. Data will be used to drive instruction. The instruction will be geared toward helping developing ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Developing ELLs will use Khan academy, and Spell-Read, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

d. Long-term ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students' cultural and linguistic backgrounds and life experiences. Our goal is to move our long term ELLs in accomplishing the goal of English Language proficiency. Data will be used to drive instruction. The instruction will be geared toward helping our long-term ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Long Term ELLs will use Achieve 3000, and Spell-Read, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

e. Former ELLs: Are placed in Targeted classes to assist them during their transition to Regular classes. Target classes follow a modified curriculum that ensures that the pacing of instruction is tailored to address the acquisition of academic language, while following the infusion of the CCLS in all core subjects.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Curriculum maps, pacing calendars and Units for all classes run concurrently through the year, including classes for ELL students. That ensures continuity of instruction in all classes regardless of their classification.

8. 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?

Instructional Materials Used:

- Getting Ready for the NYSESLAT
- ESL Accelerator (software)
- Sound Reading (software)

Chart ELL-SWD students are also program into our Direct Instruction classes, were students are placed according to ability and not their grade level.

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

All SWD ELL's receive ELL Services via a push-in method. An ESL teacher works with the content area teacher within the classroom followed by a 4 times/week pull out service where the same ESL instructor reinforces the learning that occurred and uses ESL accelerator, and/or sound reading to enhance comprehension and vocabulary.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart					
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

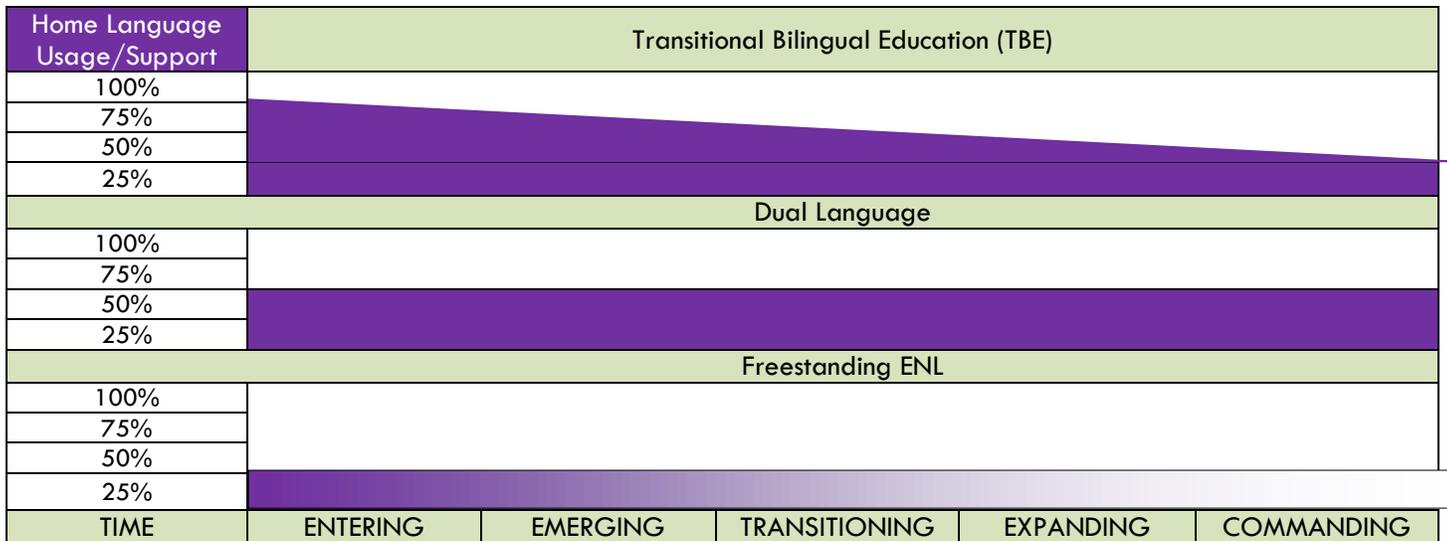


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
SWD ELL's, Hold Overs, and ELLs with Writing Deficiencies:
SWDs: Pull out program, 4x/wk, 1 pd/session, 45 minutes where students are main streamed into a grade appropriate class in order to receive the ESL instruction via a licensed ESL teacher.
Hold Overs and ELLs with Writing Deficiencies: Students are held over 1 grade. Students are placed in an ESL class with extra AIS services, 4x/wk, 1 pd/session, 45 minutes. ESL services are provided by a licensed ESL teacher while the AIS services are delivered by a licenced ELA teacher.
ELLs in need of intervention will attend our after school program 3x/wk for 5 months. The materials used in this program are, ESL Accelerator, Getting Ready for the NYSESLAT, and Kaplan. Furthermore, our SWD students are scheduled 4x/wk for direct instruction Phonetic Program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Awaiting data from the state
12. What new programs or improvements will be considered for the upcoming school year?
New program to be used in the ESL classes is called BoardWorks, a program that is alligned to the common core standards, and provides immediate feedback and assessment, and uses phonetics and kinesthetics to introduce new material in english in the form of power point presentations and/or interactive gaming.
We will continue to use ESL accelerator, a phonetic, visual/Kinesthetic program that allows the students to progress at various level of instruction.
13. What programs/services for ELLs will be discontinued and why?
Achieve 3000, we have not seen significant improvement with the following software.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs students are programmed in an exact equal matter as the General Education students. All ELLs receive the same amount of Physical Eduacation, Unified Arts, and all after school programs and clubs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ESL accelerator, BoardWorks, Sound reading, Getting ready for the NYSESLAT, Kaplan, smart boards, Lap tops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs are programmed heterogeneously, regardless of language level, and are placed in classes that service ELLs only.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All new-comers are enrolled in our Beginner ESL class, where the staff is aware of the students' levels and they concentrate in the development of BICS (Basic Academic Cognitive Skills), while working on their progress towards CALPS (Cognitive Academic Language Proficiency). Furthermore, new comers will be assigned peer tutors, in particular in grade sixth, that assist children with their school work, social development, and immersion into the NYC school system. Guidance counselors, and Ms. Ulip, supervise the peer tutoring program.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - Contractual professional development sessions will be used for ESL staff development via CITE.
 - Possible PD topics are: ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, sensitivity training, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers serving ELLs will attend ongoing city wide & future borough support center workshops when appropriate. Subject area teachers, Asst. Principals, and guidance counselors will receive ELL training via borough support center specialist, and during our 2 scheduled professional development days on November 3, 2015, and June 9, 2016.

ESL Clinics for Core Subject teachers, will be scheduled for teacher of ELL classes for the months of February and March, using Network specialist as the PD provider.

-All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL clinics will be scheduled for all staff instructing ELLs during the month of September, October, and June to assist with transition; PD. will be given by the Counselors of the Academies, and Asst. Principal in charge of ESL.

Professional development will be conducted for families with focus on transition to the next grade, and The Adolescent Child.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All newly appointed teachers serving ELLs are provided with a mentor/s, to assist them in planning, delivery of instruction, and assessment.

New teachers are provided with the mandated 7 ½ hours of ESL training, via and/or Outside providers.

PD will be outsourced, provided by Ms. Zucker-ESL teacher, Sussman Co. and Cite specialists. The P.D. comprises of a 6 hr. 3 session P.D. on academic rich language and DOK for ELLs, for the principal, Asst. Principal, and counselor, and a 4 hr. 3 session pd for teachers on DOK for ELLs that will take place in the classrooms. Additional PD will be given during the Monday PD. session as need arises

-Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parent orientations are conducted for parents of newly enrolled ELL's to provide them with information about available programs. The Video is shown. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.
A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations.
ELL parents are encouraged to meet with teachers regarding their child's performance at least twice a year. Translators are provided.
An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests
Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to ELL Policy Reference Guide, Parent Selection and Program Placement section.
Agendas, Panflits, sign sheets, phone records for outreach, and feedback forms are stored by the teacher that conducted the meeting, and the ELL Asst. Principal.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Evening conferences for Parents of ELLs, with focus on transition, programs, parents bill of rights, school community and parental choices.
Citizenship classes are being developed to assist with the integration of new ELL Parents into the community.
Our CBO, Goodwill Industries, continues to provide adult ELL classes for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Good will industries.
The NY Foundling Association.
5. How do you evaluate the needs of the parents?
Surveys
Feedback forms after meeting or conferences
In person meetings
6. How do your parental involvement activities address the needs of the parents?
Feedback forms and surveys are analyzed by the school leadership team, the administrative cabinet, and the instructional cabinet. Suggestions are discussed, and the implementation of any suggested, or lack of, activities is then put into a planning stage and consequently delivered as necessary.
Parent coordinator, shares any comunique received by parents in particular ELLs parents, and the same plan as above applies.

D. Additional Information

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

Paste response here:

School Name: **I.S. 10Q**

School DBN: **30Q010**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Clemente Lopes	Principal		7/29/15
Alfredo Centola	Assistant Principal		1/1/01
Carolyn Peterson	Parent Coordinator		1/1/01
Iris Zucker	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q010

School Name: Horace Greeley Middle School

Superintendent: Dr. P. Composto

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

By using the Home Language Survey, Parent Survey, Student Survey, and ATS, we are able to identify the different home languages of our students. When needed, the school uses the department of translation services via phone, 718 752-7373. The same service translates all documents for the school that are sent home via back pack. The school also has staff members that act as translators when the need arises. Our interactive website translates all the information pertinent to non-english parents into the language of their choice.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English - Spanish - Greek - Arabic - Italian - Chinese - Tagalog - Hurdu

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent handbook - Monthly school calendar - Parent Association meetings - School Leadership Meetings - Evening Parent meetings - Parent teacher conference announcements - Progress reports - Parent teacher communication emails - After school programs being offered - New York State testing calendar -

After the array of languages are identified, all written communication is made available through mailings, flyers, and the school website in All languages. We will continue to use the department of translation services via phone, and to translate all school documents that are sent home. School staff members that act as translators when the need arises will also assist with the written portion of the translation, and our interactive website will continue to translate all the information pertinent to non-english parents into the language of their choice. Furthermore, our interactive parent email through pupil path allows teachers to communicate with parents via email as they write in English, and the email once sent is automatically translated into the home language identified in ATS, and viceversa.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent orientations are conducted for parents of newly enrolled ELL's to provide them with information about available programs.

-A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations.

-ELL parents are encouraged to meet with teachers regarding their child's performance at least two to three times a year. Translators are provided.

-An ELL parent conference is given in the Fall, to inform parents of their rights and upcoming testing requirements. Another in the Spring prior to testing, in order to review strategies that would assist students in standardized tests

-Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.

-Citizenship classes are being developed to assist with the integration of new ELL Parents into the community.

-Our CBO, Goodwill Industries, continues to provide adult ELL classes for parents.

-Mandated Parent conferences four times per year, as per DOE directive.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Oral interpretation is provided by two entities:

1. The Dept. of translation services.
2. Staff members that are bilingual and are able to volunteer for the services.

Written translation:

1. The dept. of Translation services.
2. Staff members that are bilingual and are able to provide services
3. School Website that translates all material in any given Language
4. Pupil path program that translates email communication from teacher to parent and parent to teacher.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation is provided by two entities:

1. The Dept. of translation services.
2. Staff members that are bilingual and are able to volunteer for the services.

Parents contact the parent coordinator, asst. principal, and/or counselor, and a determination is made on the use of one of the two entities above. Service is rendered as quickly and promptly as possible.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

- Opening day conference
- Monday Professional development days
- New teachers' orientation
- Language policy distributed via email
- Language policy distributed at teacher conference

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster

- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome posters in various languages at main entrance and Parent bulletin Board
Parent bill of rights on Parent Association Bulletin Board
Parent guide to language access at main entrance, security area, and Parent Coordinator's office.
Language ID Guide at security desk, Main Office, and Parent's coordinator's office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- School leadership parent survey
- NYC DOE parent survey
- Feedback and suggestions from Parent association meetings
- Feedback and suggestions from staff
- Oral feedback from parents.