



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CHARLES O. DEWEY, MS 136

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K136

PRINCIPAL: ERIC R. SACKLER EMAIL: ESACKLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eric R. Sackler	*Principal or Designee	
Kara Youngs	*UFT Chapter Leader or Designee	
Madelyn Acevedo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Aya Ingram	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
David Davis	Member/UFT/ Chairperson	
Krista Sheehan	Member/UFT	
Patricia Dantzler	Member/UFT	
Claudia Tapia	Member/Parent	
George Mejia	Member/Parent	
Elvia Cuseta	Member/Parent	
Noemi Mejia	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

The school will make academic yearly progress in English Language Arts by moving 70 percent of students performing at level 1 and/or 2 to level 2 and/or 3 as measured by the April 2012 NYS English Language Arts Examination.

Comprehensive needs assessment

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

We have been identified, by the state, as a PLA for English Language Arts for all sub groups. After conducting an analysis of the NY State and New York City accountability data, including bench mark and local assessments, it was determined that a large number of students are performing at level 1 and level 2. Our analysis indicates that the movement of these students to a higher proficiency band will result in the school meeting AYP.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Time-line for implementation.

Strategy #1

SIOP-

- Teachers and administrators will participate in CFN sponsored professional development on SIOP
- Through utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers in all content areas will not only receive their mandated 7.5 hours of ESL methodologies but will become more effective in instructional practices that result in the enhancement of language acquisition and proficiency for all students.
- All instructional plans written by at least 90% of teachers will show evidence of both language learning objectives in all core content areas as well as instructional objectives by February 2012.

Target Population: All teachers for training and implementation, all students for tier I

Responsible Staff Members: EPO, CFN, School Administration, Coaches, Master Teachers, Whole Staff

Implementation Timeline: November 2011- February 2012

Strategy #2

RTI-

- Develop a Response to Intervention team, policy, and procedure that outlines a protocol for identifying

and sorting students to ensure that interventions are matched strategically to student needs.

- The RTI Team will attend at least three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff

- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards. Use screening results to identify students' needs.

- Develop inventory of school based interventions

- Interventions will include but not limited to Success Maker, ELLis Academics, Margarita Calderon's Rigor program, Wilson Reading, Anchor comprehension workshop, Dr. Roger Tharr's Think Reading program, Vocabulary Success and Common Core Clinics test prep.

- Small Group Instruction / Push-in and pull-out models dependent upon student need as determined by student data, benchmark assessments and progress monitoring.

- Implement SIOP methodology to improve instructional strategies in tier 1 to strengthen the delivery of core curriculum.

- Strengthen tier 1 by supporting teachers to use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.

- Comprehensive literacy training aligned to the Common Core learning Standards and the six instructional shifts in literacy.

- Participation in the Mayors' initiative on Chronic Absenteeism and attendance.

- Teachers assigned to mentor students for social and academic growth.

Target Population: Total student population including all sub groups.

Responsible Staff Members: EPO,CFN, Administrators, RTI Team, Teachers, Parents, Grade level and content teams, Support Staff,CBO

Implementation Timeline: October 2011- June 2012

Steps for including teachers in the decision making process- Teachers will review screening and progress monitoring data for students in their individual classes and adjust instruction to meet the need of their students.

Teachers will meet in grade level teams and content teams to review assessment data bi-monthly.

Teacher Teams will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Learning Standards and use the Curriculum Mapping and Alignment Coaching Rubric to create rigorous using of study for all students at various levels.

Teams will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)

Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles. Along with teachers sharing best practices and success stories through classroom Inter-visitations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
 - 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.
 - Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.
 - Holding an annual Title I Parent Curriculum Conference;
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - Supporting or hosting Family Day events;
 - Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends DOE sponsored hiring halls to recruit highly qualified teachers.
 - Master Teacher in ELA/Literacy
 - Mentors in all subject areas and coaches in Math and ESL are assigned to support new and struggling teachers.
 - Review of available Excessed Pedagogues for strong instructional candidates to fill vacancies.
 - Provide opportunities for professional development and growth internally and externally
 - Teachers are programmed by grade level and content area to provide common planning time that is used for collaborative inquiry.
 - The pupil personnel and payroll secretaries will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has a partnership with Supplemental Educational Services providers who provide small group and individual tutoring services in school and private tutoring at home
 - Long standing partnership with Center for Family Life. This CBO provides coordinated interdisciplinary programs with the 6th grade during school and after school tutoring and home work help.

-All students will use the research based program Success Maker which is aligned to the Common Core Learning Standards and designed to differentiate non-fiction reading at appropriate grade level while tracking student progress.

- Students will participate in the following research based instructional programs- Ellis Academic, Rigor, Anchor Reading comprehension program

- Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.

-Assistant Principals provided targeted professional development, creates unit of study with departments and co-teach to model mastery.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Title III funding used to support instruction for our ESL students which comprise 43% of our total student population

-ARRA funding used to support instruction, technology in class rooms and professional development as defined in the SIG plan.

-Tax Levy will be used for per session for teachers to receive professional development.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

The school will make academic yearly progress in Mathematics by moving 55 percent of students performing at level 1 and/or 2 to level 2 and/or 3 as measured by the April 2012 NYS Mathematics Examination.

Comprehensive needs assessment

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

We have been identified, by the state, as a PLA school in need of improvement for Mathematics for all sub groups. After conducting an analysis of the New York State and New York City accountability data, bench mark assessments and local assessments, it was determined that a large number of students are performing at level 1 and level 2. Our analysis indicates that the movement of these students to a higher proficiency band will result in the school meeting AYP. We have had success with this strategy the previous year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Time-line for implementation.

Strategy #1

SIOP-

- Teachers and administrators will participate in CFN sponsored professional development on SIOP
- Through utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers in all content areas will not only receive their mandated 7.5 hours of ESL methodologies but will become more effective in instructional practices that result in the enhancement of language acquisition and proficiency for all students.
- All instructional plans written by at least 90% of teachers will show evidence of both language learning objectives in all core content areas as well as instructional objectives by February 2012.

Target Population: All teachers

Responsible Staff Members: EPO, CFN, School Administrative staff

Implementation Timeline: November 2011- February 2012

Strategy #2

RTI-

- Develop a Response to Intervention team, policy, and procedure that outlines a protocol for identifying and sorting students to ensure that interventions are matched strategically to student needs.
- The RTI Team will attend at least three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff
- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards. Use screening results to identify students' needs.
- Develop inventory of school based interventions
- Interventions will include but not limited to Success Maker, ELLis Academics, Margarita Calderon's Rigor program, Wilson Reading, Anchor comprehension workshop, Dr. Roger Tharr's Think Reading program, Vocabulary Success and Common Core Clinics test prep.
- Small Group Instruction / Push-in and pull-out models dependent upon student need as determined by student data, benchmark assessments and progress monitoring.
- Implement SIOP methodology to improve instructional strategies in tier 1 to strengthen the delivery of core curriculum.
- Strengthen tier 1 by supporting teachers to use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.
- Comprehensive literacy training aligned to the Common Core learning Standards and the six instructional shifts in literacy.
- Participation in the Mayors' initiative on Chronic Absenteeism and attendance.
- Teachers assigned to mentor students for social and academic growth.

Target Population: Total student population including all sub-groups

Responsible Staff Members: CFN, administrators, RTI Team, teachers, EPO, Grade level and content teams, CBO

Implementation Timeline: October 2011- June 2012

Steps for including teachers in the decision making process- Teachers will review screening and progress monitoring data for students in their individual classes and adjust instruction to meet the need of their students.

Teachers will meet in grade level teams and content teams to review assessment data bi-monthly.

Teacher Teams will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Learning Standards and use the Curriculum Mapping and Alignment Coaching Rubric to create rigorous using of study for all students at various levels.

Teams will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

School Coaches and administration will support their teachers on implementing the aligned task

bundles with their class(s)

Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles. Along with teachers sharing best practices and success stories through classroom Inter-visitations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

-Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

-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.

-Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.

-Holding an annual Title I Parent Curriculum Conference;

-Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

-Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

-Supporting or hosting Family Day events;

-Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends DOE sponsored hiring halls to recruit highly qualified teachers.
- Mentors in all subject areas and coaches in Math and ESL are assigned to support new and struggling teachers.
- Review of available Excessed Pedagogues for strong instructional candidates to fill vacancies.
- Provide opportunities for professional development and growth internally and externally
- Teachers are programmed by grade level and content area to provide common planning time that is used for collaborative inquiry.
- The pupil personnel and payroll secretaries will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has a partnership with Supplemental Educational Services providers who provide small group and individual tutoring services in school and private tutoring at home

-Long standing partnership with Center for Family Life. This CBO provides coordinated interdisciplinary programs with the 6th grade during school and after school tutoring and home work help.

-All students will use the research based program Success Maker which is aligned to the Common Core Learning Standards and designed to differentiate non-fiction reading at appropriate grade level while tracking student progress.

- Students will participate in the following research based instructional programs- Ellis Academic, Rigor, Anchor Reading comprehension program

- Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.

-Assistant Principals provided targeted professional development, creates unit of study with departments and co-teach to model mastery.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Title III funding used to support instruction for our ESL students which comprise 43% of our total student population

-ARRA funding used to support instruction, technology in class rooms and professional development as defined in the SIG plan.

-Tax Levy will be used for per session for teachers to receive professional development.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

As measured by curriculum maps and alignment coaching rubric, 100% of ELA and Mathematics teachers will participate in the development and implementation of at least 1 performance based assessment in English Language Arts and Mathematics by March 2012. As a result, 100% of students will be engaged in Common Core Learning Standard aligned content and produce work products that reflect the demands of the CCLS as measured by CCLS aligned rubrics.

Comprehensive needs assessment

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

A review of our curriculum by the JIT and the Quality reviewer indicate that there is the need to create and to add rigor to our existing curriculum. As all subgroups have failed to make AYP in ELA and Math and in response to the Chancellor's instructional expectations and the NYS adoption of the Common Core Learning Standards, school instructional leadership and teacher teams have identified the use of CCLS aligned performance tasks as a vehicle for examining student work. Implementation of the NYC common core unit for ELA on all grade levels in November 2011 is the driving force to ensure that UDL units are primarily non-fiction and/or informational text based that encompasses at least three literacy tasks. The math department will implement the NYC common core unit in February

using tasks aligned to strategically selected Common Core standards. Through the work of implementing these tasks and open dialogue on the six shifts in literacy for all content areas, teachers have begun to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core and Career/College Ready Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Time-line for implementation.

Strategy #1

Professional Development

-The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

-Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

-School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s).

Strategy #2

Develop units of study to align the CCLS with school curriculum

-Adopt one recommended task and align it to school curriculum for implementation in March 2012

-Teachers in the ELA and Mathematics departments will develop CCLS tasks aligned to school curriculum

-Teachers will implement units of study with classes and students will produce final work products that are aligned to the standards of CCLS after teacher and peer feedback and revision.

-The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

-Administrative oversight will act as quality control in the creation and implementation of task bundles

-Teachers will receive professional development on utilizing the five tools provided by New York City's Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).

-The assistant principal, coaches, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups.

-Teachers will participate in an item-skills analysis of data from previous state exam results.

-Math and Literacy teachers will administer diagnostics to obtain student baselines and create goals.

-Math and Literacy teachers will participate in weekly content area meetings to create and revise curriculum and pacing calendars.

-Administration will review school-wide, grade level, class, and student data to measure individual student progress as well as the quality of instructional practice during formal/informal observations, and individual conferences.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- 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.
- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as

defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff regularly attends DOE sponsored hiring halls to recruit highly qualified teachers.
- Mentors in all subject areas and coaches in Math and ESL are assigned to support new and struggling teachers.
- Review of available Excessed Pedagogues for strong instructional candidates to fill vacancies.
- Provide opportunities for professional development and growth internally and externally
- Teachers are programmed by grade level and content area to provide common planning time that is used for collaborative inquiry.
- The pupil personnel and payroll secretaries will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- EPO will provide support with the adopted CCLS task by providing PD guidance and recommending external support opportunities
- SES will provide support with the adopted CCLS task by aligning all small group tutoring with the Common Core Learning Standards.
- Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development, creates unit of study with departments and co-teach to model mastery.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Title III funding used to support instruction for our ESL students which comprise 43% of our total student population

-ARRA funding used to support instruction, technology in class rooms and professional development as defined in the SIG plan.

-Tax Levy will be used for per session for teachers to receive professional development.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	115	108	Included	Included	35 mandated	All IEP	1	300
7	138	123	In ELA	In ELA	179 at risk	Students	12	Across all
8	159	148	& Math	& Math	Across All 3 grades	110 across all grades	15	grades
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	SIOP, RIGOR, Success Maker, Wilson, Leap Frog, Increased use of technology Services delivered during the day, after school, before school, Saturdays and through ETS and SES in small group, one to one and push-in pull out models.
Mathematics	Success Maker, Great Leaps, Orchard, EXCEL, Increased use of technology Services delivered during the day, after school, before school, Saturdays and through ETS and SES in small group, one to one and push-in pull out models.
Science	Incorporated through Literacy and Math Programs, Increased use of technology
Social Studies	Incorporated through Literacy and Math Programs, Increased use of technology
At-risk Services provided by the Guidance Counselor	One on One and small group counseling (mandated and crisis) Referral services. Outside agency liaison
At-risk Services provided by the School Psychologist	School Psychologist educational evaluations for IEP initial, annual and tri-annual reviews
At-risk Services provided by the Social Worker	One on One Counseling through full time Social Worker from Lutheran Health located on site. School Social Worker only 2/5ths for IEP initial, annual and tri-annual reviews
At-risk Health-related Services	Lutheran Medical Center on site Health Clinic, Dental Clinic and Mental Health Services. Family and individual counseling through Lutheran and the Center For Family Life (on site CBO). Optometry services provided through Helen Keller

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

The 10% professional development funding will allow the school to implement and sustain Differentiated Instruction, Common Core Standards, Data Driven Inquiry workshops. We need to improve teacher practice to support increased student performance. Teachers will collaborate in order to promote greater student success. Professional development will take place once a week during common planning sessions, as well as Saturdays, faculty meeting days and Chancellor's Professional days.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teacher Mentoring: All new teachers are assigned a mentor to integrate them into the school culture.
 - Our Coaches provide professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. Coaches meet with staff members individually as well as through classroom visits.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Middle School 136 will notify parents about our school's identification for school improvement by distributing the parent letter template in appropriate languages (Spanish, Chinese, Arabic and English). We also use a phone messaging system and the Pupil Path system.

The Parent Coordinator, PTA and school leadership team will also notify parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Ramos	District 15	Borough Brooklyn	School Number 136
School Name Charles O. Dewey Middle School 136			

B. Language Allocation Policy Team Composition [?](#)

Principal Eric Sackler	Assistant Principal Sarah Monteleone/Diana Safyan
Coach ELA/Megan Blase	Coach ESL/ Harriet Hoffman
ESL Teacher Danielle Levine	Guidance Counselor Carmen Castro
Teacher/Subject Area ESL/Lindsey Hutcherson	Parent Madelyn Acevedo
Teacher/Subject Area ESL/Sally Gonzalez	Parent Coordinator Damaris Garcia
Related Service Provider Juilet Gochnour	Other SOC/Bilin/ Elvin Ventura
Network Leader Nancy Ramos	Other CB/Bilin/Iris Reilly

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	9
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	492	Total Number of ELLs	203	ELLs as share of total student population (%)	41.26%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The process for initial identification of those students who may be English language learners are as follows:

- At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a non-English speaking native new to New York City school system. Interviews are conducted in their native language as per the DOE Sife oral interview paperwork or through translators provided by the school, however, accompanied by Harriet Hoffman who is English dominant .

- After the HLIS is collected, Mrs. Hoffman determines that a language other than English is spoken in the child's home, looks up the RLAT , HISE and RESI for any testing history to ensure that the students have been taking the NYSESLAT consistently since entering the NYC school system. After looking at ATS data, if we indicate that a child is a first time admit and eligible then we administer the LAB-R, which is a test that establishes English proficiency level. All new enterances whose HILS responses indicate a home language of Spanish, who score at or below LAB-R cut scores, must be administered the Espanol Nievel III Forma B (Spanish Lab) for grades 6-8 by a Spanish speaking, ESL certified pedagogue (Sally Gonzalez) during the first 10 days of initial enrollment. If the student is not a native Spanish speaker then they only take the LAB-R level IV grade 6-8 form B. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are the logged online using the W-SERS system.

- Based upon those that are not first admits, we use the RLAT scores, parent choice, inhouse baseline assessments along with TC reading levels to assist us with placement on the amount of services they need. Example: ADV ELLs are to receive 180 minutes of direct ESL instruction, where as beginners and intermediate ELLs are to receive 360 minutes a week of instruction. As per the citywide assessment calendar and memorandum, we follow the procedure to administer all four component of the NYSESLAT.

- The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The parents of a child that scores below profeciency on the LAB-R are supplied with an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. Parents of a child that scores at or above profeciency are supplied with Non Entitlement Letter. If the student does not score proficient on the NYSESLAT, then each school year, a letter of entitlement is issued for the new school year. All records are maintained in binders in the main office by student, grade, and class and originals are filed in child's cum. Ms. Garcia and other Spanish speaking pedagougues call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.

- Particiaption in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys and program selection forms, 80% of parents opt for a free standing esl program. we have noticed that the trend in program

choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Free Standing ESL Program. Therefore, the school has changed our programs to Free Standing ESL classes on each grade. At this time, they deem a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	100
SIFE	36	ELLs receiving service 4-6 years	33
		Special Education	40
		Long-Term (completed 6 years)	70

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 special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	100	20	7	33	13	11	70	3	22	203
Total	100	20	7	33	13	11	70	3	22	203

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							61	63	53					177
Chinese							8	3	5					16
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	2					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	2					5
TOTAL	0	0	0	0	0	0	73	68	62	0	0	0	0	203

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Curriculum

There are 7 freestanding ESL classes. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified and are to be trained and are to use the SIOP model throughout the 2011-2012 school year. The teachers providing ESL services for our SIFE students is trained in second language acquisition theory, ESL and sheltered methods, has a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Several core teachers hold a QTEL and TOSEL certificate and are currently being trained on the SIOP model for all content area teachers.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is delivered in standard based English aligned to CCLS for ELA state standards with ESL methodologies that include the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover NYS Standard Skill based information (Common Core Learning Standards) in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units during common planning time based on formal and informal assessments of quarterly TC reading levels, RIGOR, Gates MacGinitie, the SIOP model and an online curriculum creator called ATLAS to drive differentiated instruction in all content areas. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Access Science for ESL grades 6-8, ANCHOR reading workshop and TC reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content area instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our newcomer and beginner students receive 450 minutes of ESL instruction on a weekly basis by a certified ESL instructor. The newcomer/beginner classes are homogenous, cross grade classes based on the LAB-R and a language acquisition pretest using the RIGOR intervention program. The RIGOR intervention resources were developed with Margarita Calderón, Ph.D., based on her research

A. Programming and Scheduling Information

about students' acquisition of English language and literacy. The classes focus on the following:

- Develop Phonemic Awareness and Phonics Skills
- Build Vocabulary through a 7-Step Instruction and Practice Sequence
- Increase Reading Comprehension, Fluency, and Content Knowledge
- Use Writing to Expand and Reinforce Literacy
- Compile Assessment Data to Inform Instruction

For our 4-6 year LEP who has not met the performance standard in listening receives 450 minutes of ESL instruction on a weekly basis, a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using an oral communication rubric, one-on-one conferencing, ARIS and NYSTART. ESL certified teachers use stations during the literacy block (45mins or more daily) where students use programs like ELLIS, Audible Books, Rosetta Stone, Leapfrog, RIGOR, BrainPop (ESL and/or Spanish) or audio books to reinforce listening. Whole class instruction is delivered in shared readings where they are listening for a specific purpose (comprehension, main idea, supporting details), and picture/oral word recognition. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

For our 4-6 year LEP who has not met the performance standard in speaking receives the 450 minutes of ESL instruction on a weekly basis, a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using an oral communication rubric, RIGOR, TCICP reading levels, conferencing, ARIS and NYSTART. During instructional time, teachers focus on repetition, reading out loud with audio books, choral reading and phonics/pronunciation. Different supplemental tools are administered by a certified ESL instructor 45mins a day during the literacy block (for example Rosetta Stone). Content area teachers also allow glossaries and translators for ELL students while instruction is being given. This will help to reinforce fluency. The student is requested to stay for 2 hours per week for academic intervention after school.

For our 4-6 year LEP who has not met the performance standard in reading receives the 450 minutes of ESL instruction on a weekly basis, by a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using RIGOR, ANCHOR reading Workshop, TCICP reading levels, conferencing, ARIS and NYSTART. Since ELLs are required to take the NYS ELA exam after one year, one on one conferencing is used to establish a reading level and reading goals for class and home independent reading. Students are required to log and keep a Reader's notebook for independent reading to further drive instruction. During class instruction, teachers work on cloze passages, read alouds and shared readings to model fluency, sight words, reading comprehension skills, book clubs for reading, fluency, stamina and guided lesson on reading/writing. Differentiated instruction (using the RTI, SIOP model, and/or ExC-ELL model) during the literacy block is delivered by a certified ESL instructor one-on-one or at stations with the use of ELLIS, Brainpop, Rosetta Stone, Read 180, RIGOR and/or Anchor Reading Workshop for reading assessment. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

For our 4-6 year LEP who has not met the performance standard in writing receives the 450 minutes of ESL instruction on a weekly basis, by an ESL certified teacher (using the RTI, SIOP model, and/or ExC-ELL model) use graphic organizers, modeling, sentence starters, grammar skills, mechanics, writing prompts, illustrating to show comprehension. Students are to keep journals in their content area classrooms to further drive instruction as well. Differentiated instruction during the literacy block is delivered by a certified ESL instructor, one-on-one or at stations with the use of ELLIS, Brainpop, Anchor reading Workshop, Rosetta Stone and/or Read 180 for reading assessment for 45 mins daily. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Teacher's College framework to meet the demands of the NYS ELA exam. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, literary circles, portfolios and read alouds. Current research-based ESL strategies of SIOP and methodologies are used in the classrooms. Each teacher keeps a portfolio and an online data collection system through DataCation (Skedula), and Wiki Pages that contain reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

For our SIFE students we utilize the following steps to ensure learning:

1. Activate prior knowledge. Once we know what prior information our students have, then we want to link the new information to what they already understand. Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay

A. Programming and Scheduling Information

out the next steps. Some strategies include: word associations, KWL charts, and anticipation guides.

2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.
3. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
4. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, we use the Frayer Model. The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis.
5. To ensure understanding, the teacher asks higher order questions by trying to avoid Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
6. The teacher stresses the importance of social skills that the student needs in order to interact productively with others. The teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups.
7. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday school). The SIFE student works on pre-reading, during reading, and post-reading strategies from current trends in literacy in both programs. Use of graphic organizers is very helpful to make learning visual and incorporate thinking skills, and can be done without any writing. Use reading logs and journals to incorporate reading and writing.
8. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol) and TCRWP (Teacher's College Reading and Writing Project). Start with the concrete (if applicable, then formally assess the student's reading level by using TCRWP) then build to the abstract. Try to relate material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.
9. The teacher tries to keep the students expectations realistic at the beginning of the year by creating student SMART goals. Then using this goal to drive expectations up as the student reaches them and keep them high enough that student will stretch to reach higher ones as the year goes on. The teacher directs the student on creation of the goal as to alliviate them to be too high that they give up. The teacher

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% focuses on three "tiers" of instruction in an attempt to meet the needs of struggling students and prevent referrals to special education. Tier 1 equals general instruction. Tier 2 includes supplemental interventions for struggling students. Tier 3 refers to instruction at a very intense level. Due to the high level of ELLS and ELLS with disabilities, one-on-one instruction is delivered in a pull out model with the most expert of educators in a particular content area to deliver instruction.	75%	50%	25%
Strategies that are used for our SP-ED students is an one Bilingual/SP ED certified teacher teaching the literacy component. SETTS students receive supplemental services during extended time Monday-Thursday for an extra 160 minutes. Students are also required to attend Saturdays for literacy enrichment to include support with reading and writing skills. If needed, bilingual the the teacher is delivering the instruction so that	100%	75%	50%
contained class receive an alternate placement plan in their native language. Bilingual SETTS receive a 1:1 teacher which enables them to receive acadademic support in their native language outside of the DOE.	100%	75%	50%
The school ensures that all students are offered the opportunity to attend school functions, whether it be class trips during the school day to cultural establishments through out the city, ecology trips to out of state destinations, their visual art displayed in galleries around the five boroughs, local community mural projects, re	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

Supplemental programs for ELLs during the school week: Students receive 2 ½ hours per week for NLA/FL services where lesson are continuations of the ESL class. To address students who require extra help. Students are mandated to stay for an extra 160 minutes a week.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

SAMPLE STUDENT SCHEDULE 2011-2012

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____15_____ School Building: _____136_____

CLASS: 811	Monday	Tuesday	Wednesday	Thursday	Friday
HR: Lindsey Hutcherson Rm 201					
PERIOD 1	Sci rm213	Soc rm207	ESL rm201	Soc rm207	GYM
PERIOD 2	Sci rm 213	Math rm114	ESL rm 201	Tech rm107	Math rm114
PERIOD 3	Sci rm213	Sci rm213	Sci rm 213	ESL rm 201	Math rm114
PERIOD 4	Soc rm207	Sci rm213	NLA rm203	NLA rm 203	NLA rm 203
PERIOD 5	L	U	N	C	H
PERIOD 6	ESL rm 201	ESL rm 201	Math rm114	Math rm114	Soc rm207
PERIOD 7	ESL rm201	ESL rm 201	Math rm 114	Math rm114	ESL rm201
PERIOD 8	Math rm114	GYM	Soc rm 207	Ais rm 114	ESL rm201
Period 9	ETS	ETS	ETS	ETS	

All classes are heterogeneous [mixed proficiency], however, this year we are homogenously mixing our newcomer/beginner classes to drive instruction on the 7th and 8th grade only. We will baseline assess them using RIGOR and then cross grade group the classes as per their levels. In our self-contained classes ESL and SETSS services are provided in a push-in, pull-out, ICT environment that is an organic process which changes based on the students response to that model or IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The 6th grade is self-contained for core content areas except for science. The core content instruction is in 90 minute blocks for ELA and Math using the TC workshop model. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units based on data from TC, Gates Mac Ginitie, RIGOR and portfolio assessments to drive differentiated instruction. Teachers differentiate the lesson by rotating student groups.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Science:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, ARIS reports, 2010-2011 data folios, Gates Macginitie, NYSESLAT, ELA Exam and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Implement RIGOR technology based programs to support language development for our newcomers. Submission of ANCHOR reading workshop technology based program grant to support language development for our long term ELLs.

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an integral part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group. All staff members participate in weekly professional learning communities (using portfolios, Skedula, ATLAS review of student work process, SIOP and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold ongoing PD for the whole staff on the SIOP model to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with Literacy Coach and the ELL Coordinator across all grade levels and content areas.

Several teachers in all content areas have attended professional development through the NYC Office of ELLs. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Middle School 136 has a wide range of parental involvement activities. We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school-related issues, bilingual guidance services and linkages with social services

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- Since over 80% of our population are native Spanish-speaking parents, it is imperative to notify them of the NCLD new online initiative for Spanish-speaking parents whose children have, or may have, learning disabilities. Called "Recursos in Español," the online parent guide developed by NCLD offers more than three dozen resources that are meant to help parents recognize the signs of learning disabilities, seek help and services for their children and advocate for them in school. Through our conversations with the PTA and parents, we have found that the website offers translated versions of informational documents already widely available in English on NCLD's website.
- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, assessments and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training sessions when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full

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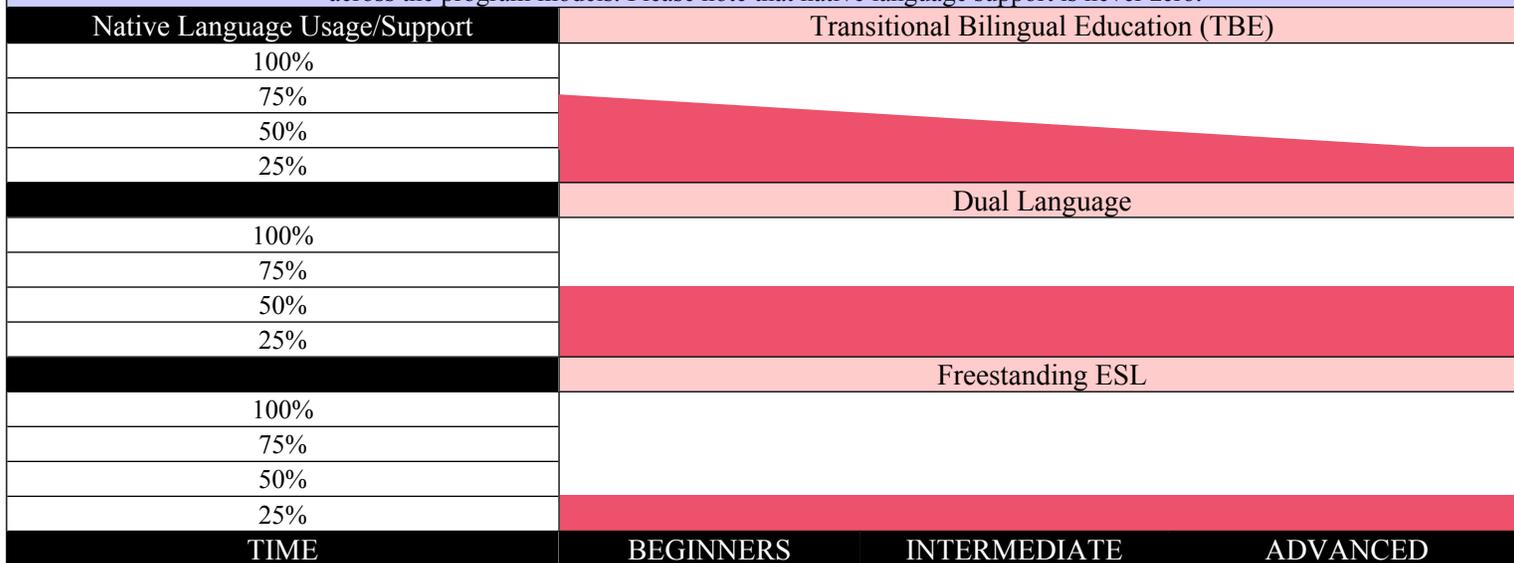
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- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
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- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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17. What language electives are offered to ELLs?

SAMPLE STUDENT SCHEDULE 2011-2012

Indicate Proficiency Level: X Beginning X Intermediate Advanced

School District: 15 School Building: 136

B. Programming and Scheduling Information--Continued

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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

SAMPLE STUDENT SCHEDULE 2011-2012

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____15_____ School Building: _____136_____

CLASS: 811	Monday	Tuesday	Wednesday	Thursday	Friday
HR: Lindsey Hutcherson Rm 201					
PERIOD 1	Sci rm213	Soc rm207	ESL rm201	Soc rm207	GYM
PERIOD 2	Sci rm 213	Math rm114	ESL rm 201	Tech rm107	Math rm114
PERIOD 3	Sci rm213	Sci rm213	Sci rm 213	ESL rm 201	Math rm114
PERIOD 4	Soc rm207	Sci rm213	NLA rm203	NLA rm 203	NLA rm 203
PERIOD 5	L	U	N	C	H
PERIOD 6	ESL rm 201	ESL rm 201	Math rm114	Math rm114	Soc rm207
PERIOD 7	ESL rm201	ESL rm 201	Math rm 114	Math rm114	ESL rm201
PERIOD 8	Math rm114	GYM	Soc rm 207	Ais rm 114	ESL rm201
Period 9	ETS	ETS	ETS	ETS	

All classes are heterogeneous [mixed proficiency], however, this year we are homogenously mixing our newcomer/beginner classes to drive instruction on the 7th and 8th grade only. We will baseline assess them using RIGOR and then cross grade group the classes as per their levels. In our self-contained classes ESL and SETSS services are provided in a push-in, pull-out, ICT environment that is an organic process which changes based on the students response to that model or IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The 6th grade is self-contained for core content areas except for science. The core content instruction is in 90 minute blocks for ELA and Math using the TC workshop model. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units based on data from TC, Gates Mac Ginitie, RIGOR and portfolio assessments to drive differentiated instruction. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), and ANCHOR reading workshop. These

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, ARIS reports, 2010-2011 data folios, Gates Macginitie, NYSESLAT, ELA Exam and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Implement RIGOR technology based programs to support language development for our newcomers. Submission of ANCHOR reading workshop technology based program grant to support language development for our long term ELLs.

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an integral part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group. All staff members participate in weekly professional learning communities (using portfolios, Skedula, ATLAS review of student work process, SIOP and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold ongoing PD for the whole staff on the SIOP model to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with Literacy Coach and the ELL Coordinator across all grade levels and content areas.

Several teachers in all content areas have attended professional development through the NYC Office of ELLs. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Middle School 136 has a wide range of parental involvement activities. We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services

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- Since over 80% of our population are native Spanish-speaking parents, it is imperative to notify them of the NCLD new online initiative for Spanish-speaking parents whose children have, or may have, learning disabilities. Called "Recursos in Español," the online parent guide developed by NCLD offers more than three dozen resources that are meant to help parents recognize the signs of learning disabilities, seek help and services for their children and advocate for them in school. Through our conversations with the PTA and parents, we have found that the website offers translated versions of informational documents already widely available in English on NCLD's website.
- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, assessments and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training sessions when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full

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- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							22	13	19					54
Intermediate(I)							20	23	26					69
Advanced (A)							31	32	17					80
Total	0	0	0	0	0	0	73	68	62	0	0	0	0	203

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	6	4				
	I							9	3	6				
	A							40	38	26				
	P							10	16	22				
READING/ WRITING	B							18	9	15				
	I							20	23	27				
	A							25	22	15				
	P							4	9	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	16	1	0	54
7	31	20	2	0	53
8	26	16	0	0	42
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	8	4	26	9	5	2	0	1	55
7	14	1	22	4	3	0	0	0	44
8	15	1	19	0	3	0	3	0	41
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	16	20	11				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data will be reviewed at least twice during the school year (in September when NYSESLAT Data is available and in July when ELA-Reading data is available). The Language Allocation Team will include the Academic Intervention Specialist, the Reading Coach, the principal or his/her designee, ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher and a literacy teacher. Through our data findings, administration has created two separate professional learning communities to focus on specific data relevant to different ELL groups. We currently have one inquiry professional learning communities focused on ELL leaning. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers and a NLA/FL teacher. The focus lens from 2010-2011 school year was on delivery of instruction for the 6th grade ELL students in order to prevent them from becoming LTEs. The group was successful but would like to roll up with this target population to track them further. The group's focus lens for 2011-2012 is on three actions group that came out of our 6th grade target population from the 2010-2011 school year. The group is looking at our target group as the newcomer/beginner group that receives RIGOR instruction, LTE group that receives ANCHOR reading workshop and the F-ELL that are mainstreamed in ELA classes with test modifications. This PLC turn keys their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

Data from 2010-2011, on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present in our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those that are not proficient in their native language. The advanced ELLs that are approaching the LTE level reach a plateau on the NYSELAT. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSELAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2011 data, we have found that students who normally perform low in reading in writing excelled because of the focus lens on questioning techniques, sample wrtings in all content areas and delivery of instruction. This problem was present in 7th and 8th more than 6th, which resulted in hold overs on NYS ELA and/or Math for the advanced or LTE ELLs. All ELLs currently performed low when it came to listening ans speaking on the NYSESLAT. The focus is to continue to drive writing and vocabulary across all content areas with a focus on listening and speaking in ESL classes.

Additional Information

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

We are unable to access the NYS ELA scores on Acuity for incoming 6th graders because they were not a part of our 2010-2011 testing

Part VI: LAP Assurances

School Name: <u>Charles O. Dewey</u>		School DBN: <u>15K136</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Sackler	Principal		10/14/11
Sarah Hervert	Assistant Principal		10/14/11
Damaris Garcia	Parent Coordinator		10/14/11
Danielle Levine	ESL Teacher		10/14/11
	Parent		10/14/11
Caitlin Forbes-Gray Math	Teacher/Subject Area		10/14/11
Krista Sheehan Science	Teacher/Subject Area		10/14/11
Harriet Hoffman ESL Specialist	Coach		10/14/11
Meagan Blase ELA Coach	Coach		10/14/11
Carmen Castro	Guidance Counselor		10/14/11
Nancy Ramos	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k136 **School Name:** Charles O. Dewey

Cluster: 5 **Network:** 533

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

Part A: Needs Assessment Findings

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

Our school retrieves data from the HILS and Emergency Contact Card to determine the language parent prefers to be contacted. Methodologies used: Translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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

The school has several issues with using outside sources to translate school created memos, progress reports or celebration documents in Arabic and Chinese because we are unable to find a certified DOE staff member that speaks either language for oral interpretation and written documents. When we use online sources for either translation the words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. As some words are untranslatable when one wishes to remain in the same grammatical category or sentence structure. The variety of online and phone services that we use also scramble the grammatical meanings much like Googletranslate. Therefore causing confusion on the parent or communities end. Also that the computer systems (DataCation, ARIS, ACUITY, etc) are only available in English. The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with future translation services.

Part B: Strategies and Activities

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

Our school provides in-house written translations service for our Spanish speaking community is handled by school staff as need basis to ensure that information is delivered in a timely manner. For Chinese and Arabic translations, the school uses the DOE translation service by emailing the file to be translated along with the request form and submit it to translations@schools.nyc.gov at least 48 hours in advance.

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

As stated in number 1, our school uses in-house oral translation services for our Spanish speaking community. We also provide individual translation transmitter devices and receiver units for mass real time translation in multiple languages using outside translators from the DOE Language Translation and Interpretation Unit. We use the DOE Translation services for Parent-Teacher Conferences; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit.

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

a. We distribute the Bill of Parent Rights and Responsibilities in the parent primary language. b) There is posted by Security Safety Officers desk the information of availability of translation for parents; there is a large poster with the Language Translation and Interpretation Unit information in our main office. c) School Safety officers also have cards with information in different languages to hand to parents as they walk in to better assist them. d) School safety officers have the availability of calling the Language Translation and Interpretation Unit from their desk to better assist incoming parents

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Ramos	District 15	Borough Brooklyn	School Number 136
School Name Charles O. Dewey Middle School 136			

B. Language Allocation Policy Team Composition [?](#)

Principal Eric Sackler	Assistant Principal Sarah Monteleone/Diana Safyan
Coach ELA/Megan Blase	Coach ESL/ Harriet Hoffman
ESL Teacher Danielle Levine	Guidance Counselor Carmen Castro
Teacher/Subject Area ESL/Lindsey Hutcherson	Parent Madelyn Acevedo
Teacher/Subject Area ESL/Sally Gonzalez	Parent Coordinator Damaris Garcia
Related Service Provider Juilet Gochnour	Other SOC/Bilin/ Elvin Ventura
Network Leader Nancy Ramos	Other CB/Bilin/Iris Reilly

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	9
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	492	Total Number of ELLs	203	ELLs as share of total student population (%)	41.26%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The process for initial identification of those students who may be English language learners are as follows:

- At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a non-English speaking native new to New York City school system. Interviews are conducted in their native language as per the DOE Sife oral interview paperwork or through translators provided by the school, however, accompanied by Harriet Hoffman who is English dominant .
- After the HLIS is collected, Mrs. Hoffman determines that a language other than English is spoken in the child's home, looks up the RLAT , HISE and RESI for any testing history to ensure that the students have been taking the NYSESLAT consistenantly since entering the NYC school system. After looking at ATS data, if we indicate that a child is a first time admit and eligible then we administer the LAB-R, which is a test that establishes English proficiency level. All new enterances whose HILS responses indicate a home langauage of Spanish, who score at or below LAB-R cut scores, must be administered the Espanol Nievel III Forma B (Spanish Lab) for grades 6-8 by a Spanish speaking, ESL certified pedagogue (Sally Gonzalez) during the first 10 days of initial enrollment. If the student is not a native Spanish speaker then they only take the LAB-R level IV grade 6-8 form B. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are the logged online using the W-SERS system.
- Based upon those that are not first admits, we use the RLAT scores, parent choice, inhouse baseline assessments along with TC reading levels to assist us with placement on the amount of services they need. Example: ADV ELLs are to receive 180 minutes of direct ESL instruction, where as beginners and intermediate ELLs are to receive 360 minutes a week of instruction. As per the citywide assessment calendar and memorandum, we follow the procedure to administer all four component of the NYSESLAT.
- The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The parents of a child that scores below profeciency on the LAB-R are supplied with an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. Parents of a child that scores at or above profeciency are supplied with Non Entitlement Letter. If the student does not score proficient on the NYSESLAT, then each school year, a letter of entitlement is issued for the new school year. All records are maintained in binders in the main office by student, grade, and class and originals are filed in child's cum. Ms. Garcia and other Spanish speaking pedagougues call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.
- Particiaption in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys and program selection forms, 80% of parents opt for a free standing esl program. we have noticed that the trend in program

choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Free Standing ESL Program. Therefore, the school has changed our programs to Free Standing ESL classes on each grade. At this time, they deem a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	100	Special Education	40
SIFE	36	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	70

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 special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	100	20	7	33	13	11	70	3	22	203
Total	100	20	7	33	13	11	70	3	22	203

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							61	63	53					177
Chinese							8	3	5					16
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	2					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	2					5
TOTAL	0	0	0	0	0	0	73	68	62	0	0	0	0	203

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Curriculum

There are 7 freestanding ESL classes. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified and are to be trained and are to use the SIOP model throughout the 2011-2012 school year. The teachers providing ESL services for our SIFE students is trained in second language acquisition theory, ESL and sheltered methods, has a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Several core teachers hold a QTEL and TOSEL certificate and are currently being trained on the SIOP model for all content area teachers.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is delivered in standard based English aligned to CCLS for ELA state standards with ESL methodologies that include the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover NYS Standard Skill based information (Common Core Learning Standards) in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units during common planning time based on formal and informal assessments of quarterly TC reading levels, RIGOR, Gates MacGinitie, the SIOP model and an online curriculum creator called ATLAS to drive differentiated instruction in all content areas. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Access Science for ESL grades 6-8, ANCHOR reading workshop and TC reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content area instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our newcomer and beginner students receive 450 minutes of ESL instruction on a weekly basis by a certified ESL instructor. The newcomer/beginner classes are homogenous, cross grade classes based on the LAB-R and a language acquisition pretest using the RIGOR intervention program. The RIGOR intervention resources were developed with Margarita Calderón, Ph.D., based on her research

A. Programming and Scheduling Information

about students' acquisition of English language and literacy. The classes focus on the following:

- Develop Phonemic Awareness and Phonics Skills
- Build Vocabulary through a 7-Step Instruction and Practice Sequence
- Increase Reading Comprehension, Fluency, and Content Knowledge
- Use Writing to Expand and Reinforce Literacy
- Compile Assessment Data to Inform Instruction

For our 4-6 year LEP who has not met the performance standard in listening receives 450 minutes of ESL instruction on a weekly basis, a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using an oral communication rubric, one-on-one conferencing, ARIS and NYSTART. ESL certified teachers use stations during the literacy block (45mins or more daily) where students use programs like ELLIS, Audible Books, Rosetta Stone, Leapfrog, RIGOR, BrainPop (ESL and/or Spanish) or audio books to reinforce listening. Whole class instruction is delivered in shared readings where they are listening for a specific purpose (comprehension, main idea, supporting details), and picture/oral word recognition. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

For our 4-6 year LEP who has not met the performance standard in speaking receives the 450 minutes of ESL instruction on a weekly basis, a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using an oral communication rubric, RIGOR, TCICP reading levels, conferencing, ARIS and NYSTART. During instructional time, teachers focus on repetition, reading out loud with audio books, choral reading and phonics/pronunciation. Different supplemental tools are administered by a certified ESL instructor 45mins a day during the literacy block (for example Rosetta Stone). Content area teachers also allow glossaries and translators for ELL students while instruction is being given. This will help to reinforce fluency. The student is requested to stay for 2 hours per week for academic intervention after school.

For our 4-6 year LEP who has not met the performance standard in reading receives the 450 minutes of ESL instruction on a weekly basis, by a certified ESL instructor is working targeted instruction with the student during class time on independent work based on quarterly assessments throughout the year using RIGOR, ANCHOR reading Workshop, TCICP reading levels, conferencing, ARIS and NYSTART. Since ELLs are required to take the NYS ELA exam after one year, one on one conferencing is used to establish a reading level and reading goals for class and home independent reading. Students are required to log and keep a Reader's notebook for independent reading to further drive instruction. During class instruction, teachers work on cloze passages, read alouds and shared readings to model fluency, sight words, reading comprehension skills, book clubs for reading, fluency, stamina and guided lesson on reading/writing. Differentiated instruction (using the RTI, SIOP model, and/or ExC-ELL model) during the literacy block is delivered by a certified ESL instructor one-on-one or at stations with the use of ELLIS, Brainpop, Rosetta Stone, Read 180, RIGOR and/or Anchor Reading Workshop for reading assessment. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

For our 4-6 year LEP who has not met the performance standard in writing receives the 450 minutes of ESL instruction on a weekly basis, by an ESL certified teacher (using the RTI, SIOP model, and/or ExC-ELL model) use graphic organizers, modeling, sentence starters, grammar skills, mechanics, writing prompts, illustrating to show comprehension. Students are to keep journals in their content area classrooms to further drive instruction as well. Differentiated instruction during the literacy block is delivered by a certified ESL instructor, one-on-one or at stations with the use of ELLIS, Brainpop, Anchor reading Workshop, Rosetta Stone and/or Read 180 for reading assessment for 45 mins daily. The student is also requested to stay for 2 hours per week for academic intervention after school where we use different supplemental tools that best fit the learner.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Teacher's College framework to meet the demands of the NYS ELA exam. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, literary circles, portfolios and read alouds. Current research-based ESL strategies of SIOP and methodologies are used in the classrooms. Each teacher keeps a portfolio and an online data collection system through DataCation (Skedula), and Wiki Pages that contain reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

For our SIFE students we utilize the following steps to ensure learning:

1. Activate prior knowledge. Once we know what prior information our students have, then we want to link the new information to what they already understand. Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay

A. Programming and Scheduling Information

out the next steps. Some strategies include: word associations, KWL charts, and anticipation guides.

2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.
3. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
4. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, we use the Frayer Model. The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis.
5. To ensure understanding, the teacher asks higher order questions by trying to avoid Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
6. The teacher stresses the importance of social skills that the student needs in order to interact productively with others. The teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups.
7. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday school). The SIFE student works on pre-reading, during reading, and post-reading strategies from current trends in literacy in both programs. Use of graphic organizers is very helpful to make learning visual and incorporate thinking skills, and can be done without any writing. Use reading logs and journals to incorporate reading and writing.
8. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol) and TCRWP (Teacher's College Reading and Writing Project). Start with the concrete (if applicable, then formally assess the student's reading level by using TCRWP) then build to the abstract. Try to relate material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.
9. The teacher tries to keep the students expectations realistic at the beginning of the year by creating student SMART goals. Then using this goal to drive expectations up as the student reaches them and keep them high enough that student will stretch to reach higher ones as the year goes on. The teacher directs the student on creation of the goal as to alliviate them to be too high that they give up. The teacher

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% focuses on three "tiers" of instruction in an attempt to meet the needs of struggling students and prevent referrals to special education. Tier 1 equals general instruction. Tier 2 includes supplemental interventions for struggling students. Tier 3 refers to instruction at a very intense level. Due to the high level of ELLS and ELLS with disabilities, one-on-one instruction is delivered in a pull out model with the most expert of educators in a particular content area to			
75% strategies that are used for our SP-ED students is an one Bilingual/SP ED certified teacher teaching the literacy component. SETTS students receive supplemental services during extended time Monday-Thursday for an extra 160 minutes. Students are also required to attend Saturdays for literacy enrichment to include support with reading and writing skills. If needed, bilingu			
50% the the teacher is delivering the instruction so that			
25% contained class receive an alternate placement plan in their native language. Bilingual SETTS receive a 15 letter which enables them to receive acadademic support in their native language outside of the DOE.			
100% The school ensures that all students are offered the opportunity to attend school functions, whether it be class trips during the school day to cultural establishments through out the city, ecology trips to out of state destinations, their visual art displayed in galleries around the five boroughs, local community mural projects, re			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

Supplemental programs for ELLs during the school week: Students receive 2 ½ hours per week for NLA/FL services where lesson are continuations of the ESL class. To address students who require extra help. Students are mandated to stay for an extra 160 minutes a week.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

SAMPLE STUDENT SCHEDULE 2011-2012

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____15_____ School Building: _____136_____

CLASS: 811	Monday	Tuesday	Wednesday	Thursday	Friday
HR: Lindsey Hutcherson Rm 201					
PERIOD 1	Sci rm213	Soc rm207	ESL rm201	Soc rm207	GYM
PERIOD 2	Sci rm 213	Math rm114	ESL rm 201	Tech rm107	Math rm114
PERIOD 3	Sci rm213	Sci rm213	Sci rm 213	ESL rm 201	Math rm114
PERIOD 4	Soc rm207	Sci rm213	NLA rm203	NLA rm 203	NLA rm 203
PERIOD 5	L	U	N	C	H
PERIOD 6	ESL rm 201	ESL rm 201	Math rm114	Math rm114	Soc rm207
PERIOD 7	ESL rm201	ESL rm 201	Math rm 114	Math rm114	ESL rm201
PERIOD 8	Math rm114	GYM	Soc rm 207	Ais rm 114	ESL rm201
Period 9	ETS	ETS	ETS	ETS	

All classes are heterogeneous [mixed proficiency], however, this year we are homogenously mixing our newcomer/beginner classes to drive instruction on the 7th and 8th grade only. We will baseline assess them using RIGOR and then cross grade group the classes as per their levels. In our self-contained classes ESL and SETSS services are provided in a push-in, pull-out, ICT environment that is an organic process which changes based on the students response to that model or IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The 6th grade is self-contained for core content areas except for science. The core content instruction is in 90 minute blocks for ELA and Math using the TC workshop model. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units based on data from TC, Gates Mac Ginitie, RIGOR and portfolio assessments to drive differentiated instruction. Teachers differentiate the lesson by rotating student groups.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
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ESL/Literacy:

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In addition, teachers will participate in professional development that focuses on

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Mathematics:

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- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an

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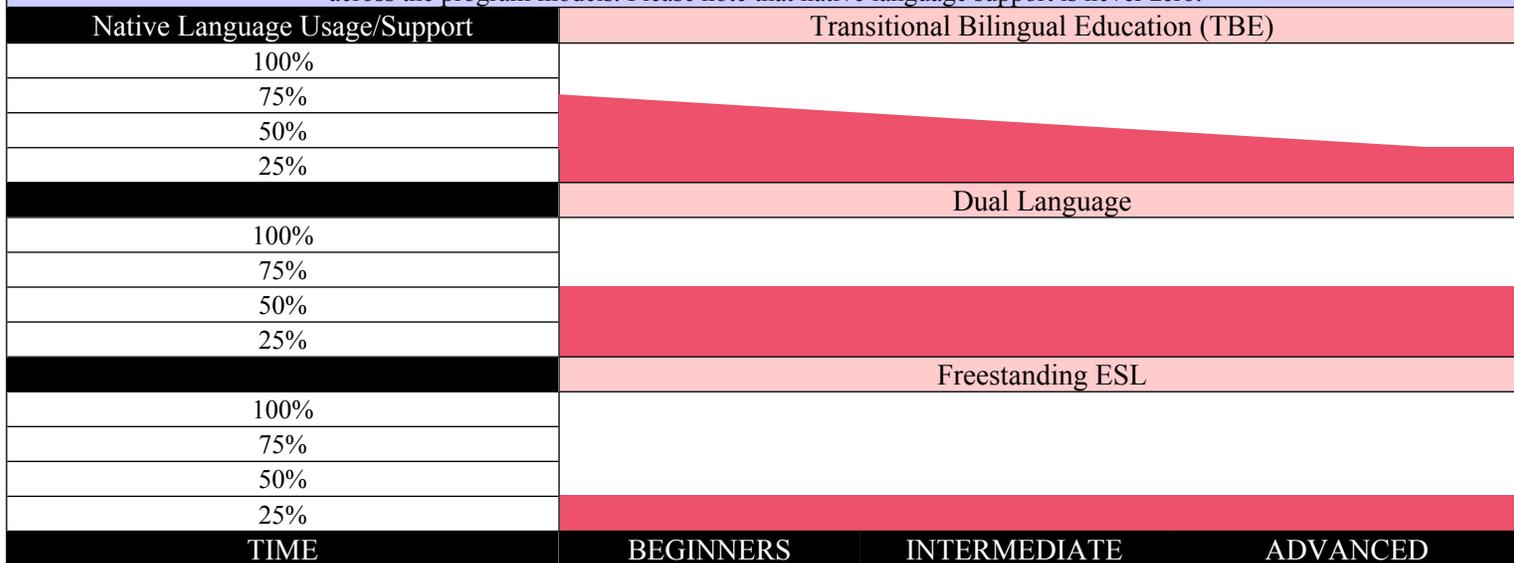
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

SAMPLE STUDENT SCHEDULE 2011-2012

Indicate Proficiency Level: X Beginning X Intermediate Advanced

School District: 15 School Building: 136

C. Schools with Dual Language Programs

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Middle School 136 has a wide range of parental involvement activities. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- Since over 80% of our population are native Spanish-speaking parents, it is imperative to notify them of the NCLD new online initiative for Spanish-speaking parents whose children have, or may have, learning disabilities. Called "Recursos in Español," the online parent guide developed by NCLD offers more than three dozen resources that are meant to help parents recognize the signs of learning disabilities, seek help and services for their children and advocate for them in school. Through our conversations with the PTA and parents, we have found that the website offers translated versions of informational documents already widely available in English on NCLD's website. The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, anecdotal reports and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training sessions when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							22	13	19					54
Intermediate(I)							20	23	26					69
Advanced (A)							31	32	17					80
Total	0	0	0	0	0	0	73	68	62	0	0	0	0	203

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	6	4				
	I							9	3	6				
	A							40	38	26				
	P							10	16	22				
READING/ WRITING	B							18	9	15				
	I							20	23	27				
	A							25	22	15				
	P							4	9	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	16	1	0	54
7	31	20	2	0	53
8	26	16	0	0	42
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	8	4	26	9	5	2	0	1	55
7	14	1	22	4	3	0	0	0	44
8	15	1	19	0	3	0	3	0	41
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	16	20	11				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Review and Revision of Language Allocation Policy

The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data will be reviewed at least twice during the school year (in September when NYSESLAT Data is available and in July when ELA-Reading data is available). The Language Allocation Team will include the Academic Intervention Specialist, the Reading Coach, the principal or his/her designee, ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher and a literacy teacher. Through our data findings, administration has created two separate professional learning communities to focus on specific data relevant to different ELL groups. We currently have one inquiry professional learning communities focused on ELL leaning. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers and a NLA/FL teacher. The focus lens from 2010-2011 school year was on delivery of instruction for the 6th grade ELL students in order to prevent them from becoming LTEs. The group was successful but would like to roll up with this target population to track them further. The group's focus lens for 2011-2012 is on three actions group that came out of our 6th grade target population from the 2010-2011 school year. The group is looking at our target group as the newcomer/beginner group that receives RIGOR instruction, LTE group that receives ANCHOR reading workshop and the F-ELL that are mainstreamed in ELA classes with test modifications. This PLC turn keys their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

Data from 2010-2011, on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present in our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those that are not proficient in their native language. The advanced ELLs that are approaching the LTE level reach a plateau on the NYSELAT. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSELAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2011 data, we have found that students who normally perform low in reading in writing excelled because of the focus lens on questioning techniques, sample wrtings in all content areas and delivery of instruction. This problem was present in 7th and 8th more than 6th, which resulted in hold overs on NYS ELA and/or Math for the advanced or LTE ELLs. All ELLs currently performed low when it came to listening ans speaking on the NYSESLAT. The focus is to continue to drive writing and vocabulary across all content areas with a focus on listening and speaking in ESL classes.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Charles O. Dewey</u>		School DBN: <u>15K136</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Sackler	Principal		10/14/11
Sarah Hervert	Assistant Principal		10/14/11
Damaris Garcia	Parent Coordinator		10/14/11
Danielle Levine	ESL Teacher		10/14/11
	Parent		10/14/11
Caitlin Forbes-Gray Math	Teacher/Subject Area		10/14/11
Krista Sheehan Science	Teacher/Subject Area		10/14/11
Harriet Hoffman ESL Specialist	Coach		10/14/11
Meagan Blase ELA Coach	Coach		10/14/11
Carmen Castro	Guidance Counselor		10/14/11
Nancy Ramos	Network Leader		10/14/11
	Other		1/1/01