



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MS 53 BRIAN PICCOLO SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q053

**PRINCIPAL:** SHAWN RUX **EMAIL:** SRUX@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
Shawn Rux	*Principal or Designee	
Mohammed Bility	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Maria Feleppa	Member, Parent	
Georgia Collins	Member/ Chairperson	
Abena Johnson	Member/Co-Chairperson	
Onika Woseley	Member/Secretary Parent	
Deanna Matthews	Member/Timekeeper Parent	
Elroy Cooks	Member/Treasurer	
Andrea Naham	Member/Teacher	
Romiche Joseph	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**

By June 2012, the percent of students achieving at proficiency levels 3 and 4 will increase by 4% as measured by the 2012 NYS English language arts test. This represents an increase from 9.9% to 13.9% of students achieving at levels 3 and 4 by June 2012.

### **Comprehensive needs assessment**

The 2010-2011 Progress Report indicates that 9.9% of our students achieved a level 3 or 4 proficiency level. We scored a total of 3.1 points out of a possible 25 points on the student performance section of the Progress Report. Therefore, based on this data we have made student performance in the area of English Language Arts a priority.

### **Instructional strategies/activities**

- Teaching Matters will be used to supplement our ELA curriculum.
- All of our level 1 students will be targeted for 37 ½ minutes.
- Students will complete a task aligned to the Common Core Learning Standards
- Teachers will collaborate on aligning current standards to Common Core Learning Standards
- Professional Development will be provided to all teachers around: increasing rigor in the classroom, city-wide instructional expectations, tweaking tasks, and using a research based teacher effective tool
- The administrative team and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricula data, focusing on Ell's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities.
- Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including level 1-4 students.

### **Strategies to increase parental involvement**

- ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.

- Parents will be trained on how to use the ARIS parent link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

**Service and program coordination**

- All students will participate in Teaching Matters which is a literacy-based program that has been established as part of the overall instructional program.
- Attendance teacher and the attendance team will work together to support the school's efforts to improve attendance for all students.

**Budget and resources alignment**

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, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

**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**

By June 2012, the percent of students achieving at proficiency levels 3 and 4 will increase by 4% as measured by the 2012 NYS Mathematics Test. This represents an increase from 8.9% to 12.9% of students achieving at levels 3 and 4 by June 2012.

**Comprehensive needs assessment**

The 2010-2011 Progress Report indicates that 8.9% of our students achieved a level 3 or 4 proficiency level. We scored a total of 3.1 points out of a possible 25 points on the student performance section of the Progress Report. Therefore, based on this data we have made student performance in the area of Mathematics a priority.

**Instructional strategies/activities**

- All of our level 1 students will be targeted for 37 ½ minutes.
- Students will complete a task aligned to the Common Core Learning Standards
- Teachers will collaborate on aligning current standards to Common Core Learning Standards
- Professional Development will be provided to all teachers around: increasing rigor in the classroom, city-wide instructional expectations, tweaking tasks, and using a research based teacher effective tool
- The administrative team and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricula data, focusing on Ell's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities.
- Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including level 1-4 students

**Strategies to increase parental involvement**

- Mathematics teachers will design training modules and host Math workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

**Service and program coordination**

- All students will participate in Impact Math which has been established as part of the overall instructional program.
- Attendance teacher and the attendance team will work together to support the school's efforts to improve attendance for all students.

**Budget and resources alignment**

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, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

### 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**

English Language Learners and Black or African Students will increase their performance as evidenced by a 2% increase of students performing at or above level in the New York State English Language Arts examination by June 2012. .

#### **Comprehensive needs assessment**

Our School Leadership Team found that our Limited English Proficient students' and Black or African American students' subgroups, did not make Adequate Yearly Progress in the area of English Language Arts for the 2010-2011 school year. As a result, we have made the progress of our Limited English Proficient and Black or African American students' subgroups a priority.

#### **Instructional strategies/activities**

- . Teaching Matters, Read 180, and SES programs will be used to supplement our ELA curriculum.
- All of our level 1 students will be targeted for 37 ½ minutes.
- Students will complete a task aligned to the Common Core Learning Standards
- Teachers will collaborate on aligning current standards to Common Core Learning Standards
- Professional Development will be provided to all teachers around: increasing rigor in the classroom, city-wide instructional expectations, tweaking tasks, and using a research based teacher effective tool
- The administrative team and teachers will work in teams to disaggregate student data and make informed instructional decisions. This will include the use of cross curricula data, focusing on Ell's and SWD's and at risk students. This will include monitoring student progress, setting initial goals for groups and individual students in English Language Arts, programmatic implications based on indicators of interim progress assessment results and follow up activities.
- Responsible staff will facilitate discussions on students' progress and strategies for improved student outcomes, including level 1-4 students.

#### **Strategies to increase parental involvement**

- . ELA Teachers will design training modules and host ELA workshops and informational sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum mornings and create parent resource library with user friendly instructional materials and guides.
- Parent coordinator will host book club and story-telling workshops for parents.
- The parent coordinator and other staff, teachers, will attend regularly scheduled parent meetings
- The school will create and distribute a parent handbook that translated in all the major languages.
- Parents will be trained on how to use the ARIS parent link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

**Service and program coordination**

- All students will participate in Teaching Matters which is a literacy-based program that has been established as part of the overall instructional program.
- Attendance teacher and the attendance team will work together to support the school's efforts to improve attendance for all students

**Budget and resources alignment**

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, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development

## ANNUAL GOAL #4 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 #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based 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) timeline for implementation.

### **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.

### **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 become highly qualified, in order to achieve this goal.

### **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.

### **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.

## ANNUAL GOAL #5 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 #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based 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) timeline for implementation.

### **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.

### **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 become highly qualified, in order to achieve this goal.

### **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.

### **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.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	108	105			20	15		25
<b>7</b>	97	99			22	12		20
<b>8</b>	122	126	154		25	10		30
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>-Group/individual counseling- small group counseling and intervention; grades 6-8</li> <li>-Home Visits- family counseling , students not meeting promotional criteria</li> <li>-Parenting tips/counseling- homework help, referrals to outside agencies</li> <li>-Participation in monthly PTA meetings</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>-Group/individual counseling- small group counseling and intervention; grades 6-8</li> <li>-Home Visits- family counseling , students not meeting promotional criteria</li> <li>-Parenting tips/counseling- homework help, referrals to outside agencies</li> <li>-Participation in monthly PTA meetings</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>-Annual hearing and sight exams; free eyeglasses</li> <li>-Dispensation of necessary medication(s)</li> <li>-Maintenance of shot/health records</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>Group/individual counseling- small group counseling and intervention; grades 6-8</li> <li>-Home Visits- family counseling , students not meeting promotional criteria</li> <li>-Parenting tips/counseling- homework help, referrals to outside agencies</li> <li>-Participation in monthly PTA meetings (All of these activities take are part of the mental health</li> </ul>

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**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 27q053

**School Name:** Brian Piccolo School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:** Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2  
**X** Restructuring Advanced

**Category:**     Basic     Focused    **X** Comprehensive

**Intervention:**    School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
**X** Joint Intervention Team visit (JIT)     Not Required for 2011-2012

**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For the past two years, MS 53 students in all subgroups (All Students, Black, Hispanics, SWD, LEP, and ED) failed to make the Annual Yearly Progress as evidenced by the NYS ELA exam. In the 2010-2011 school year, MS 53 students in all subgroups (All Students, Black, Hispanics, SWD, LEP, and ED) failed to make the Annual Yearly Progress as evidenced by the NYS Math Exam. After careful analysis of our school's Accountability Report, our goal is for all students to meet AYP in 2012.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

MS 53 will implement a Saturday Academy of Instruction as the intervention to support the improved achievement in ELA and Mathematics for our level 2 students in Grades 6 – 8. Our Saturday program will cover 12 sessions and focus on identified needs in order to prepare students for the 2012 NYS ELA/Math exams. The teachers will provide grade appropriate small group and individualized instruction in ELA/Math. Skills and strategies will be taught using a variety of resources for instruction. The program will commence January 7, 2012 and extend to April 14, 2012. Each session will be for 4 hours.

**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

In order to increase teacher pedagogy, professional development will be provided. Focus will be on differentiated instruction, Common Core State Standards, and Data Driven Inquiry workshops. Teachers will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of students. Collaborative teacher teams will implement an array of strategies in order to promote greater student success. Professional development workshops will take place on a monthly basis in after school, and during school sessions, provided by Assistant Principals, specialized in-house staff, and network personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

MS 53 has many staff members that are new to our school community. MS 53 is committed to providing on-going professional development through administrators, specialized in-house staff and network personnel. Our staff and administrators provide in school professional development in the areas of classroom organization and management, as well as the design of instructional and assessment to new and experienced teachers. Mentoring is done in one-to-one sessions, classroom intervention, and the sharing of best practices.

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.

MS 53 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our school's specific needs and services. We will also host a parent workshop to give parents the opportunity to ask questions in order to gain a better understanding regarding MS 53's identification for school improvement.

**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 <b>Debra Maldonado/ Mae Fong</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>053</b>
School Name <b>Brian Piccolo Middle School</b>			

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

Principal <b>Shawn Rux</b>	Assistant Principal <b>Diane Ludvigsen</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Edward Doyle</b>	Guidance Counselor <b>Shana Pollack</b>
Teacher/Subject Area <b>Rochelle Barras (Literacy)</b>	Parent <b>Deanna Matthews</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>April Shiver</b>
Related Service Provider	Other <b>V. Jama/Teacher/ESL Consultant</b>
Network Leader <b>Mae Fong</b>	Other <b>Ferne Goldsmith/AP</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>35</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>475</b>	Total Number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>11.58%</b>
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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. 

1. A Home Language Identification Survey (HLIS) will be completed by parents/guardians of newly enrolled students at registration, only once in a student's academic career and an immediate determination of student's home language and eligibility for LAB-R testing is made. "Any one response to Question #1-4 and two responses to Questions #5-8 (include a language other than English) on the HLIS" results in an OTELE (Other Than English Language Exposure) code other than English. The home language will be determined by a designated school pedagogue\* assigned by the principal. The ESL Teacher/Coordinator (NYS permanently certified TESOL) will be assigned as the designated pedagogue who will conduct the interview with parent/guardian in Spanish/French Language. The pedagogue will make the OTELE determination and complete and sign off of the HLIS. The oral interview of the student's family will be conducted by the pedagogue at registration to assist and determine the home language. The interview will be conducted in a language that the parent/guardian understands. The HLIS will be completed and signed by the parent/guardian and the pedagogue. One copy of the HLIS form will be placed in the student's cumulative permanent record folder and one copy will be kept in the ESL binder in the main office for monitoring purposes.

\*designative bilingual pedagogue will conduct interview with parental choice in English, Spanish, French or other native Languages. If the student has a home language other than English, the English LAB-R will be administered only once in the student's career and within 10 days of the initial enrollment date. The administration of LAB-R to potential ELLs is required by city and state law. If it is determined that a student has a home language other than English, he/she will be placed in an appropriate setting (bilingual or ESL class) according to grade level (the LAB-R answer document will be hand scored at the school and will determine whether or not a student qualifies for ESL or Bilingual services.) The Spanish LAB will also be administered only once to first time enrollees who do not test out of the LAB-R and have a home language of Spanish.

All ELLs will be given the NYSESLAT as required every spring according to NYS Ed. Dept. policies. A certified pedagogue will give each part of this test. Names of licensed pedagogues at MS53 will be provided. All staff administering the NYSESLAT will be trained and will follow the current manual exactly. School staff will consult RLER and other reports to ensure that every eligible ELL student is tested. The four components (listening, speaking, reading and writing) will be administered separately and by grade bands; 5-6 and 7-8.

2. After executing their HILS and conducting the LAB-R testing, the ELL student's parent/guardian will be notified in writing of their child's status as an English Language Learner. The ELL Parental Notification Letters will be available in all necessary foreign languages. The parents/guardians of newly admitted ELL students will be invited to a Parent Orientation Meeting conducted by the ESL teacher (included will be other members of the LAP committee.) The Parent Survey and Selection Form will be completed by the parents/guardians following the orientation session, during which the parent/guardian is presented with program options available to ELLs in the City of New York. A copy of the survey and selection form (signed by the parent/guardian) will be placed in the student's permanent cumulative record folder and the other copy will be kept in the ESL binder in the main office for monitoring purposes. Based on the findings of the Home Language Survey, the newly admitted ELL students will be given the LAB-R.

All three programs (Transitional Bilingual Education, Dual Language and Freestanding ESL) are available district wide in other schools. Parents will be made aware of these options annually and as new families come to MS53 during the school year. Orientations will describe the options. We recommend that children stay in the selected program for the sake of continuity. Parent Choice letters

will be reviewed in September, December and February. Should a program option open, we will inform parents in writing.

3. The School Entitlement Letters are distributed by the ELL coordinator. It is based on the findings of the Home Language Survey. These letters are distributed to the newly admitted ELL students based on their recent LAB-R score. The Parent Survey and Selection forms are distributed at the Parent/Guardian Orientation Meetings for the newly admitted ELLs. After the ELL parents/guardians review the Parent Orientation Video, the parent/guardian will select one of three ELL programs of their choice (Transitional Bilingual Education, Dual Language, or Freestanding ESL).

Records are maintained in the ESL office/classroom as well as in pupils' files in the Main Office. Folders are kept for each grade level.

4. Criteria used to place identified ELL students in bilingual or ESL instructional programs are specific: ELL standardized tests, such as LAB-R, Spanish Lab, ELL Interim Assessments and the NYSESLAT. In addition to the ELL specific standardized tests are the content area based tests: the New York State ELA, New York State Math, and New York State Science. The identified ELLs will be placed in the appropriate ELL instructional program in consultation with the parent/guardian in their native language at a specific designated Parental Orientation Meeting. (The Parental Orientation Meeting will be conducted in English/Native Language.)

ELLs are placed in grade-level homerooms by heterogeneous grouping. This structure is supported by AP-led professional development in differentiation instruction.

Continued entitlement letters are available in files in relevant languages and kept in the ESL classroom/office.

5. After reviewing the Parental Survey and forms for the past few years, the most common trend in program choices that the parent/guardian has requested is the ESL Free Standing Program.

Parental Program Choice	2008-2009	2009-2010	2010-2011	2011-2012
Transitional Bilingual Education	1	1	0	0
Dual language	0	0	0	0
Freestanding ESL	8	7	5	6

Records, as shown above reveal that one parent in each previous year, chose Transitional Bilingual Education. This year, parents have chosen Freestanding ESL. Thus far, no parents have requested Dual Language Programs.

6. The program models offered at MS53 are aligned with the parent/guardian's request.

## 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	9
SIFE	21	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	4

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									Total
	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	
TBE										0
Dual Language										0
ESL	34	19	3	17	2	5	4	0	1	55
<b>Total</b>	<b>34</b>	<b>19</b>	<b>3</b>	<b>17</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>55</b>

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

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
<b>TOTAL</b>	<b>0</b>													

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

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: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	15	18					52
Chinese														0

## 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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	2					3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>16</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>

## Part IV: ELL Programming

### 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?

1. Instruction is delivered in a variety of ways: small group homogenous and small group heterogeneous. (groupings are organized using NYSESLAT Levels: beginner, immediate, advanced)

A. The organizational model used at MS53 is the Pull-Out Instructional model only.

B. Instruction is delivered in a variety of ways small group homogenous, and small group heterogeneous. (groupings are organized using

NYSESLAT Levels: beginner, immediate, advanced)

2. All identified ELLs receive the proper number of mandated minutes according to New York State Law through individual ELL

## A. Programming and Scheduling Information

student programming.

A. ESL minutes are provided through a variety of teaching ESL strategies and methodologies through the ESL pull-out model. As fulfillment of the Freestanding ESL model at MS53, ELL students at the beginning and Intermediate levels are instructed 360 minutes per week. Those advanced ELLs are instructed for 180 minutes per week in ESL. ELL students at the Advanced Level of proficiency also get 45 minutes per day of ELA instruction. The ELA instruction will prepare students for full proficiency.

3. The ELLs are heterogeneous grouped (class/grade) according to their Spring 2011 NYS ELA scores.

These classes consist of approximately 50% regular education and 50% ELL students. The languages used in the content area are English/Native Language using materials that are translated through technology and reference library materials. Every ELL student has a content area glossary for their use. Instructional approaches and methods used are scaffolding, cooperative learning, connections to student experiences, targeted vocabulary development, slower speech, and few idiomatic expressions for less proficient students, use of visuals and demonstrations, and use of adaptive texts and supplementary materials.

- Listening: Rosetta Stone, books on tape
- Speaking: information topics, role playing, discussions, debates
- Reading: variety of genres and levels of printed materials
- Writing: Balance literacy and Writer's Workshop

4. All new admits (code 58 ELLs) that are Spanish speaking will be administered the Spanish LAB (assessed and evaluated accordingly).

5. Using the latest NYSESLAT test scores by level, the students are grouped by the 3 levels (beginning, intermediate, advanced), during small group instruction, class projects and reading inventory groups.

A. Our instructional plan for SIFE students is: Using Title 3 Allocations, the identified SIFE students will be placed in Literacy and Math

After-School and Saturday programs. In addition to regular school hours the SIFE students will receive Rosetta Stone and Achieve

3000 for Literacy and use of the Computer Lab for Mathematics.

B. Our plan for the ELLs in U.S. schools, less than 3 years, (newcomers) is Rosetta Stone and Reading Advantage. Modified Language

Arts Program, Tutorial Program, Reading Advantage.

C. Our plan for ELLs receiving service 4 to 6 years is Computer-based small group tutorial program, using Title 3 funding for After-School and Saturday Literacy and Math Programs.

D. Our plan for long term ELLs (completed 6 years is Operation Balanced Literacy:

PROGRAM TITLE: Operation Balanced Literacy

AUTHOR: Edward Doyle

Version Date: September 8, 2011

LOCATION: MS53Q, Far Rockaway, New York

SUMMARY: English Literacy Acceleration Project for Middle School ELL Students

DESCRIPTION OF EDUCATIONAL CHALLENGE: The MS 53 School has approximately sixty (60) ELL students. Their level of proficiency in English is uniformly below grade level. Proficiency of individual students ranges widely. The established curriculum only increases performance in attaining increased proficiency to the median student's capability level. Students who are further behind will generally have difficulty achieving growth in proficiency beyond the median level of the ELL class. However, that level is still below the level of the average non-ELL student of the same age. Therefore, the lagging ELL students remain at a disadvantage in becoming equipped to handle the customary school curriculum at the earliest point possible. Accelerated attainment of English proficiency would be beneficial to all ELL students but is especially important to the least proficient students.

PROJECT GOAL: Implement a new class balanced literacy project that (a) is largely self-motivational and (b) assigns responsibility to individual students the method of achieving improvement in literacy skills according to their own preference. The instructor still retains daily oversight of literacy assignment completion by each student.

PROPOSED PROJECT APPROACH: Instructor assigns daily, self-paced literacy "homework" consisting of measured fifteen (15) minute increments performing literacy sub-skills such as English language listening, speaking, reading and writing. Points are assigned for completion of 15-minute intervals of self-reported completion of any English language listening, speaking, reading, reading or writing work over and above their regular class assignments. Points are weighted more heavily for the each area, with the fewest points for listening and the most points for writing, thereby encouraging active engagement with all the sub-skills required for target language proficiency.

ELEMENTS/MATERIAL:

- Explanation (Goals, Rules, List of Options, Required Materials, etc.) of program for Students, Parents, and school Administrators;

## A. Programming and Scheduling Information

- Daily Activity Completion Recording Form for Student
- Master Daily Activity Class Completion Chart for Teacher (includes weekly, monthly, etc., tabulation of all literacy self-assignments completed)
- List of Materials Related to Documentation, e.g., standard completion forms, rules/criteria for acceptable documentation of literacy-related activities; individual student Balanced Literacy Folder to maintain records of completed literacy self-assignments in chronological order (to facilitate both measuring progress as well as permitting teacher to evaluate writing proficiency progress); plan for end-of-year Recognition/Achievement ceremony that includes families as well as students who participated.
- Coordination plan with affected parties, e.g., student families, classroom Parent Coordinator, other subject Teachers, and School Administrators;
- Sample completed forms for each type of literacy skill, e.g., listening activity sample record, speaking activity sample record:

PERIOD OF PERFORMANCE: September 8, 2011 through June 2012 Edward A. Doyle September 8, 2011

OPERATION LITERACY: GOAL: Involve ELL students and their families in a fun, class-wide program using available after-school resources to increase time spent on purposeful activities that improve English literacy.

### RULES:

- STUDENTS select whether they wish to spend time:
  - LISTENING to an English language television or radio program during after-school. The program may be live or may be a DVD.
  - SPEAKING with any English speaker for at least (15) minutes after-school
  - READING any English language book, magazine, newspaper, or other material (as long as it is in English)
  - WRITING about anything you have read or done or simply thought about, as long as the written piece is written in English. There will be no deductions for spelling or grammar errors. The object is to practice writing.
- STUDENTS must record their after-school English activities on the form provided by the TEACHER.
  - Completed listening, speaking, reading or writing assignments should be Recorded/measured in time spent doing the activity;
  - The basic time unit to record is 15 minute periods. E.g., one hour (60 minutes) of Listening to an English language TV program is broken into four (4) periods of 15 minutes.
  - Since the four possible activities (listening, speaking, reading or writing) require successively greater involvement by the student, a fifteen-minute period doing each activity will be weighted (granted more or fewer points) differently based on level of difficulty. The points will be assigned as follows:
    - LISTENING -15 minutes=ONE (1) point;
    - SPEAKING -15 minutes=TWO (2) points;
    - READING - 15 minutes=THREE (3) points;
    - WRITING – 15 minutes=FOUR (4) points.
- Unless STUDENTS complete their normal homework assignments, they may not receive credit for Balanced Literacy Points achieved during the same period. PARENTS must sign each student's daily Balanced Literacy Points form and confirm the child completed his/her normal homework assignments.
- PARENTS must also sign the form to confirm the child actually spent the required amount of time doing the specific activity.

## 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)
STUDENT may also check on their family member's Literacy Points.	
7. The TEACHER will make available to the STUDENTS and SCHOOL ADMINISTRATORS the classroom totals and underlying records/documentation on a periodic basis as well as at year's end.	
100%	
75%	
50%	
25%	
Native Language Usage/Support	Dual Language
STUDENT NAME: _____	CLASS _____
Month _____	YEAR: 2011-2012 Academic year
Week Starting: X=_____ Mon. Tues.	
100%	
75%	
Native Language Usage/Support	Freestanding ESL
100%	
75%	

## A. Programming and Scheduling Information

Fifteen Minute Interval X No. No. No. No. No. Multiplied by No.

Listening

## 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?

8. Refer to Response #7 above- Operation Balanced Literacy and for the ELA and Content Areas: Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. For Math a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students can better understand the content.

9. Former ELL students will receive periodic student/ELL teacher conferencing for all content areas, in addition to daily peer/student support in all content areas. The ELL teacher will have periodic conferencing with the content area teacher to ensure that the former ELL student is transitioning and receiving appropriate content area support in all academic areas, as well as addressing all academic deficiencies. Former ELLs will be given Dictionaries and taught how to use them. Former ELLs will be given all ELA, Math and Science New York City and New York State Tests. Testing is done with current ELL students and former ELLs. Each student will be given the correct testing accommodations. For example, stories for 'read alouds' are read three times and time extensions are followed.

10. The following programs are being considered for the upcoming school year: Sports and Arts School Foundation, The Academic Advantage Program, Achieve 3000, Innovative Educational Programs, Title 3 Funding: After school and Saturday Literacy and Math Programs.

11. ESL services are provided for all eligible ELLs. We have Rosetta Stone and READ 180 computer instructional programs that are not in use presently but will be reinstated as new staff members arrive.

12. ELLs are afforded equal access to all school programs; they are eligible to participate in all school-wide programs, such as Computer Lab, Foreign Language and Art. In addition, ELL students participate in extracurricular activities such as drama, sports, art, yearbook, and dance. Title III funds are well-used to provide supplemental afterschool and Saturday literacy activities. Students work on reading and writing and publish their work. Computer programs such as Microsoft Word are available for Saturday ELL literacy enhancement.

13. The instructional materials used to support the ELLs are: reference library; in English and Spanish, School Library: leveled and content area related books, Bilingual translation for vocabulary, Rosetta Stone Lab, Reading Advantage, and Reading Rigor Program.

14. The native language support delivered in The Freestanding ESL Program is: use of a bilingual reference library; each student is furnished with a native language content area glossary (Math, Science, Social Studies). The NYS certified ESL teacher is proficient in the native language of Spanish for translation purposes; (ELL Spanish students, as well as, Spanish parents) In addition to ELL Spanish students receive native language support from a certified Spanish teacher. Also, the ELL Haitian Creole Students receive translated services from staff support members.

15. All ELL students receive required services, support and resources which correspond to the ELLs age and grade level. School provides age-appropriate, high interest, low-level reading materials. Students consult bilingual glossaries and other reference materials to assist them gain access to grade-level curricula.

16.N/A

17. The language elective offered to the ELLs is Spanish Class taught by a permanently NYS certified Spanish Teacher.

**A Programming and Scheduling Information**

**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.
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11. ESL services are provided for all eligible ELLs. We have Rosetta Stone and READ 180 computer instructional programs that are not in use presently but will be reinstated as new staff members arrive.

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15. All ELL students receive required services, support and resources which correspond to the ELLs age and grade level. School provides age-appropriate, high interest, low-level reading materials. Students consult bilingual glossaries and other reference materials to assist them gain access to grade-level curricula.

16.N/A

17. The language elective offered to the ELLs is Spanish Class taught by a permanently NYS certified Spanish Teacher.

## Courses Taught in Languages Other than English

### 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

Math:	0		0	0
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### 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.

1. All teachers of ELLs at MS53 will receive the Teaching English language learners Strategies that Work by Katherine Davies Samway and Dorothy Taylor. The teacher of Ells also receives ELL support from the ESL staff on an individual basis (weekly). The ELL support staff will train the content area teachers in theories, practices and strategies that work with the Ell student based on each Ell students individual needs in that content area. In addition, the ELA teacher would have daily contact the ELL staff member.

2. The ELL support staff provides important student background information and testing accommodations. ELL staff communicates with colleagues regarding 'Common Core Standards' tasks. For example, eighth graders learn related tasks that will be extended in High School. This will aid in the transition process. The testing coordinator ensures that 6th, 7th, and 8th graders receive all mandated accommodations.

3. MS53 is planning Professional Development in collaboration with the PSO, Center for Educational Innovation for new teachers of ELLs in ESL/Content Areas, Language Acquisition, co-teaching with ELLs to satisfy this requirement. The content area teachers of ELLs will have ongoing ESL staff development and hands on training on a weekly basis. Additionally, on a need basis, the ESL teacher will be available. Weekly log will be kept for all teachers of ELLs in the content area.

### 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?

1. The Parent Coordinator encourages all parents to take an interest in their child's education. All parents are invited to a new student orientation one week before school starts. There are two Parent/Teacher Conferences during the year, as well as parents are always welcome to come to the school to speak with their child's teachers and guidance counselor. Appointments are also scheduled between all ELL specialist, content area teachers and ELL parents on a weekly basis to discuss, analyze and evaluate the academic and social needs of the individual ELL students. All written and verbal communication between the school administrations is done through the ELL parent language of preference. ex: Native language or English Language.

2. Through the school-based PTA and Parent Coordinator there are ongoing partnerships with community organizations. Our ELL parents receive orientation by two community hospitals: St. John's and Peninsula. Our Parent Coordinator actively opens communication with incoming families.

3. Utilizing the NYC Parent Survey topics and results:

- Academic Expectations: discussing the development and improvement of the academic goals of the ELL student (weekly individual meetings between the ELL parents and the ELL parent advisory team.

- Communication: explaining the school's educational goals on each ELL students' outcomes. (Weekly individual meetings between the Ell parent and the ELL support team.

- Engagement: actively engaging ELL parents in a partnership to promote ELL student learning. (Operation Literacy)

- Safety and Respect: the school creates a physically and emotional environment, whereby all ELL student focuses in on learning. (In addition to the ELL support team, all bilingual guidance counselor and deans monitor the ELL students. Daily monitoring of the ELL students' behavior, attendance, and academic performance is done through the ELL parent language of preference.)

## E. Parental Involvement

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- Safety and Respect: the school creates a physically and emotional environment, whereby all ELL student focuses in on learning. (In addition to the ELL support team, all bilingual guidance counselor and deans monitor the ELL students. Daily monitoring of the ELL students physical, safety and emotional well-being in a safe and secure environment. Example: Operation Anti-Bullying)

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff.

4. An English Literacy Acceleration program is offered to the ELL parents at MS53 supported by Parent Coordinator, Parent Association and the ESL support staff. The parents are encouraged at home to listen, speak, read and write in English with their children using the Operation Literacy program. (OLP) workshops will be given to ELL parents on an ongoing basis to model activities and encourage literacy in the target language. As parents' proficiency increases in the target language the ELL students proficiency will also increase in the target language.

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff. The ESL teacher offered orientations to parents. If needed, translations were provided.

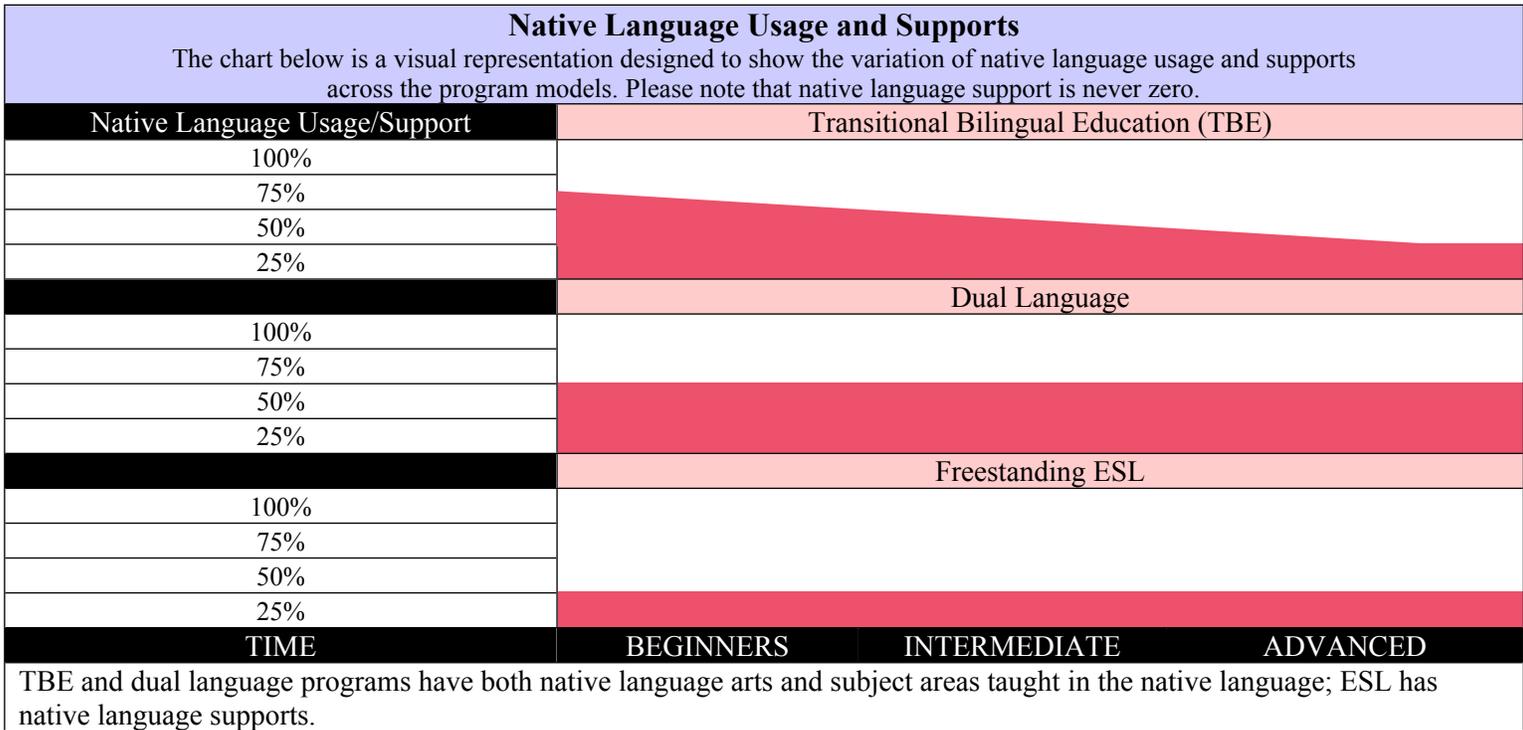
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**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?
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10. The following programs are being considered for the upcoming school year: Sports and Arts School Foundation, The Academic

## B. Programming and Scheduling Information--Continued

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15. All ELL students receive required services, support and resources which correspond to the ELLs age and grade level. School provides age-appropriate, high interest, low-level reading materials. Students consult bilingual glossaries and other reference materials to assist them gain access to grade-level curricula.

16. N/A

17. The language elective offered to the ELLs is Spanish Class taught by a permanently NYS certified Spanish Teacher.

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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

## B. Programming and Scheduling Information--Continued

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17. The language elective offered to the ELLs is Spanish Class taught by a permanently NYS certified Spanish Teacher.

## 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)?

## 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.

1. All teachers of ELLs at MS53 will receive the Teaching English language learners Strategies that Work by Katherine Davies Samway and Dorothy Taylor. The teacher of ELLs also receives ELL support from the ESL staff on an individual basis (weekly). The ELL support staff will train the content area teachers in theories, practices and strategies that work with the ELL student based on each ELL student's individual needs in that content area. In addition, the ELA teacher would have daily contact with the ELL staff member.

2. The ELL support staff provides important student background information and testing accommodations. ELL staff communicates with colleagues regarding 'Common Core Standards' tasks. For example, eighth graders learn related tasks that will be extended in High School. This will aid in the transition process. The testing coordinator ensures that 6th, 7th, and 8th graders receive all mandated accommodations.

3. MS53 is planning Professional Development in collaboration with the PSO, Center for Educational Innovation for new teachers of ELLs in ESL/Content Areas, Language Acquisition, co-teaching with ELLs to satisfy this requirement. The content area teachers of ELLs will have ongoing ESL staff development and hands on training on a weekly basis. Additionally, on a need basis, the ESL teacher will be available. Weekly log will be kept for all teachers of ELLs in the content area.

## 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?

1. The Parent Coordinator encourages all parents to take an interest in their child's education. All parents are invited to a new student orientation one week before school starts. There are two Parent/Teacher Conferences during the year, as well as parents are always welcome to come to the school to speak with their child's teachers and guidance counselor. Appointments are also scheduled between all ELL specialist, content area teachers and ELL parents on a weekly basis to discuss, analyze and evaluate the academic and social needs of the individual ELL students. All written and verbal communication between the school administrations is done through the ELL parent language of preference. ex: Native language or English Language.

2. Through the school-based PTA and Parent Coordinator there are ongoing partnerships with community organizations. Our ELL parents receive orientation by two community hospitals: St. John's and Peninsula. Our Parent Coordinator actively opens communication with incoming families.

3. Utilizing the NYC Parent Survey topics and results:

- Academic Expectations: discussing the development and improvement of the academic goals of the ELL student (weekly individual meetings between the ELL parents and the ELL parent advisory team.

- Communication: explaining the school's educational goals on each ELL student's outcomes. (Weekly individual meetings between the ELL parent and the ELL support team.

- Engagement: actively engaging ELL parents in a partnership to promote ELL student learning. (Operation Literacy)

- Safety and Respect: the school creates a physically and emotional environment, whereby all ELL student focuses in on learning. (In addition to the ELL support team, all bilingual guidance counselor and deans monitor the ELL students. Daily monitoring of the ELL students physical, safety and emotional well-being in a safe and secure environment. Example: Operation Anti-Bullying)

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff.

4. An English Literacy Acceleration program is offered to the ELL parents at MS53 supported by Parent Coordinator, Parent Association and the ESL support staff. The parents are encouraged at home to listen, speak, read and write in English with their children using the Operation Literacy program. (OLP) workshops will be given to ELL parents on an ongoing basis to model activities and encourage literacy in the target language. As parents' proficiency increases in the target language the ELL students proficiency will also increase in the target language.

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff. The ESL teacher offered orientations to parents. If needed, translations were provided.

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## 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)							8	7	11					26
Intermediate(I)							2	6	7					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							9	3	2					14
Total	0	0	0	0	0	0	19	16	20	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	2	1				
	I							3	2	6				
	A							3	3	2				
	P							7	3	3				
READING/ WRITING	B							5	5	4				
	I							5	2	6				
	A							7	3	1				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	6	0	0	13
7	8	3	0	0	11
8	6	3	0	0	9
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
5									0
6	6	0	10	0	0	0	0	0	16
7	9	0	3	0	1	0	0	0	13
8	5	0	7	0	0	0	0	0	12
NYSAA Bilingual Spe Ed									0

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

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>Brain Piccolo Middle School</b>		School DBN: <b>27Q053</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Rux	Principal		11/10/11
Diane Ludvigsen	Assistant Principal		11/10/11
April Shivers	Parent Coordinator		11/10/11
Edward Doyle	ESL Teacher		11/10/11
Deanna Matthews	Parent		11/10/11
Rochelle Barras/Literacy	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shana Pollack	Guidance Counselor		11/10/11
Mae Fong	Network Leader		11/10/11
Virginia Jama	Other <u>Teacher</u> <u>ESL Consulant</u>		11/10/11
Ferne Goldsmith	Other <u>Assistant Principal</u>		11/10/11
Andrea Majied Yard	Other <u>Assistant Principal</u>		11/10/11
Vanessa Washington	Other <u>Assistant Principal</u>		11/10/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 27Q053      **School Name:** Brian Piccolo Middle School

**Cluster:** \_\_\_\_\_      **Network:**

**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 Parent Coordinator, PTA President, available teachers and all Spanish speaking staff were interviewed to assess the written translation needs of MS 53Q. The committee uses students' archival and current data, parent surveys, School Report Card, parent interviews, ATS reports and home school surveys to identify our school's language needs.

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.

Written translation is needed for all correspondence to parents from both the school and the PTA. Written translation is needed for Language Arts program materials. Written translation is needed for school-wide Math and English practice exams. Oral translation is needed for correspondence with parents at meetings, workshops, mediations, and all other school related activities scheduled both during and after school. Findings were reported through School memorandums, Staff conferences, Parent letters, Parent Workshops and Department Meetings.

## 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.

The committee plans to employ the services of available teachers, paraprofessionals and school aides to provide written translation of all of the above named materials in the following languages: Spanish, French and Haitian-Creole. Designated translators will also work with the ELA and Math teachers of the designated programs to prioritize work load.

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.

School teachers, paraprofessionals, parent volunteers and outside consultants will provide oral interpretation services throughout the school year when needed. These services will be provided for scheduled school activities during and after school hours.

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>.

Designated Staff Members can interpret phone calls. Staff members will attend meetings with parents and/or community members for interpreting assistance. Literature that is sent home is available and translated in various languages. Post signs in Spanish, in a conspicuous location at or near school entrance indicating where a copy of such written notifications can be attained.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Brian Piccolo MS	DBN: 27Q053
Cluster Leader:	Network Leader: Mae Fong
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ●After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 55 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our English language learners (ELLs) have tested well below the average of English proficient students at Middle School Q53. Some of our ELLs are Students with Interrupted Formal Education (SIFE). The students' literacy and math levels will be significantly enhanced by a supplemental Saturday program tailored to their specific needs.

For our English Language Learner population, we have implemented the following program to provide additional support throughout the school year: Rosetta Stone, a computer-assisted teaching program. Rosetta Stone supports English language acquisition in the 6th, 7th and 8th grade classes. A certified ESL teacher will ensure that students receive the academic intervention services that they require. Student's word recognition and reading comprehension skills will be enhanced and developed through this supplemental Rosetta Stone computer program.

English Language Learners will have opportunity to utilize the Achieve 3000 computerized program. The program allows for differentiation and students work at their own pace. Achieve 3000, can be used at home and parents will receive training in order to reinforce use of the program. The ESL teacher will monitor students' progress.

In addition, an effective reading program using non-fiction and fiction texts will be implemented through the purchase of consumable materials from National Geographic and the Attanasio Company for fiction, non-fiction texts on a variety of readability levels. Students will be prepared to read the texts with advanced vocabulary and participate in concept-building activities.

Pronunciation and intonation will be improved by direct teaching and also by listening to books on tape. Students can listen to stories above their reading level and hear what good reading sounds like and comprehension strategies will be infused into the instruction.

Students will be grouped heterogeneously and the ELL teacher will create activities that help all students advance at least one level on Spring assessment. The instructional student groups are small (max. 15 students), each student will be assessed individually and provided instruction at a challenging level.

Our Saturday program will take place from March 3 to April 21 from 8:30Am to 12:30PM. These six sessions (March 3, 10, 17,24, 31 and April 11) will take place from 8:30AM to 12:30PM. (24 hrs. X \$50+ = \$ 1,200.00 per teacher) Two teachers will provide instruction, one teacher in math and the the other in ELA. Total \$2, 400. 00.

Additionally, the two teachers will meet for common planning and look at student work after school,

### Part B: Direct Instruction Supplemental Program Information

one time per week for one hour for four weeks. (2 teachers X \$50. X 4 weeks = \$400.00)

One teacher will apply for the Intensive Teacher Institute, \$4, 000.00 will be applied to the cost of course work at Touro College, NY.

Books will be purchased in non-fiction and fictional genres in a variety of complexity in English and in native language (when possible).

Newbridge Co. 800-867-0307, [www.newbridgeonline.com](http://www.newbridgeonline.com). One World Many Cultures - Theme Set \$218.00 (pg. 82)

Inside the USA. National Geographic. Level A Student's book 10X44.63=\$377. Level A Student's Practice Books 10X 10.25=\$102. .Level B Student's book 10X44.63=\$377. Level B Student's Practice Books 10X 10.25=\$102. .Level C Student's book 10X44.63=\$377. Level C Student's Practice Books 10X 10.25=\$102. .Level D Student's book 10X44.63=\$377. Level D Student's Practice Books 10X 10.25=\$102. Level E Student's book 10X44.63=\$377. Level E Student's Practice Books 10X 10.25=\$102. Inside Phonics Kit. Levels A-B 1X\$438.62=\$438.62 (Total cost per level \$479.50 X 5 levels = \$ 2397.50 + \$438.62 (Phonics kit)=\$2,836.00

Passages. Attanasio & Associates. 1-718-416-1832. Level 1 Student's Book 10X 21= \$210. Level 1 Workbook 10X 12=\$ 120. Level 1 Audio CD 1X41=41. Level 2 Student's Book 10X 21= \$210. Level 2 Workbook 10X 12=\$ 120. Level 2 Audio CD 1X41=41. Level 1+2 Teacher's Manual 2X26= \$52. All levels evaluation Package 1X45=45. All levels evaluation packet 3rd Edition 1X 62.40=62.40 (Total cost \$901.00)

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher will have a common preparation period with the ELA teachers to improve instructional methodology and share best practices. In addition, Professional Development for the ESL teacher will support new initiatives, Common Core State Standards and additional Professional Development will be planned based on specific teacher needs. Professional Development will be provided by the Children's First Network (CFN 535) on new initiatives.

Saturday Academy teachers will meet for one hour per week for four weeks to discuss student progress and plan for instruction based on current data.

### Part C: Professional Development

Selected Professional Development topics include: Smart Board training, Differentiated Teaching to prepare students for NYSESLAT, ELA assessments, content area training. Teachers will be offered opportunities in training from the Bilingual Regional NYC Network at Fordham University.

Additionally, The Children First Network (CFN535) will provide support for ELL issues, compliance and testing.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Our parents speak many languages with a predominance of Spanish-speakers. Staff in our school speak Spanish, Haitian Creole and other languages. We communicate with parents in both English and their native languages.

We notify parents in writing and by telephone about the objectives of the Title III supplemental program. We invite parents to workshops in which they will join their children in activities such as computer literacy, Achieve 3000 and Rosetta Stone. We focus on literacy, reading and writing for everyday communication. Our monthly newsletter will be translated into Spanish and distributed.

Topics for parent workshops: Promoting Language Development (provided in the native language and English), Helping Students with Homework, Importance of Regular Attendance and Importance of Good Nutrition, What Good Readers Do.

The Principal, Assistant Principal and the ESL teacher will be available to speak with parents about their concerns, ideas and student needs.

Parents of ELL students will be invited to school on NY Care Days, March 4 and March 11, 2012.

Our culminating activity will be a trip to Ellis Island for our newcomers and parents. \$445.00.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,200	