



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THOMAS C. GIORDANO MIDDLE SCHOOL 45

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X045

PRINCIPAL: ANNAMARIA V. GIORDANO **EMAIL:** AGIORDA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **Sonia Menendez**

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
Annamaria Giordano	*Principal or Designee	
Tim Wilson	*UFT Chapter Leader or Designee	
Merva Rivera	*PA/PTA President or Designated Co-President	
Dee Hardin	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sylvia Hill	CBO Representative, if applicable	
Joan Ingram	Member/ SLT Chair	
Barabara White	Member/UFT	
Steve Lawson	Member/UFT	
Noemi Reyes	Member/Parent	
Maria Victorio	Member/Parent	
Silvia Carrasco	Member/Parent	
Gerda 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

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

Limited English Proficient (LEP) and Students with Disabilities (SWD) will demonstrate progress towards achieving State Standards as measured by a 10% increase in students scoring at level 2 and a 5% increase in students scoring at level 3 or above on the NYS ELA exam in June 2012

Comprehensive needs assessment

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

A. The New York State Report Card 2010 – 2011 Review

1. ELA All-Student Group and Sub-Groups

A study of the data connected to this English Language Arts Accountability Status shows that we made our ELA AYP in only one out of the seven student groups. In the area of the “White” subgroup, our Performance Index numbers were well above our Effective AMO targets.

Overall, our school did meet the criteria in Participation for all seven Accountability Groups and this need not be an area of focus.

However, in all of the other subgroup categories our Performance Index failed to meet the required Effective AMO’s. In some of the subgroups the number gaps were fairly small, while in some key subgroups (Students with Disabilities and Limited English Proficient) the gap between the Performance Index and the Effective AMO were fairly large. We will proceed to review the data summarized below and determine a comprehensive plan to target each of these subgroups.

A. All Students

- Our School Performance Index in 2010 - 2011 for this group was 116. In contrast, our Effective Target AMO was 118, while our Safe Harbor Target was also 118. Neither of these target numbers was met. We tried to put those numbers into perspective by comparing this number gap to the same gap for the previous year. For the NYS 2009 – 2010 NYS Report Card, there was a +2 point gap between the Performance Index and the Effective AMO. In contrast, that same gap for the 2010 – 2011 NYS Report Card shows a gap of -2. This gap is moved into the negative area for the first time and we plan to take corrective actions to reverse this downward trend, however small it was because a swing of only 4 points caused our school to miss ELA AYP in this subgroup

B. Black or African American

- The Performance Index number for 2010 – 2011 in this group was 107. This number placed our school only 6 points below our Effective AMO. For our 2009 – 2010 NYS Report Card the difference between our Performance Index and Target AMO was +1 points. The current NYS Accountability Report shows that gap to have grown to 6 points. It is a trend that needs our intervention to reverse this downward trend.
- A needs assessment warrants a review of our work and programming with our African American population in order to assist teachers in helping targeted students to make sufficient growth. We feel that we can make strides in reversing this growing gap through creative and innovative scheduling that will focus on the needs of students in a Tier 1 Academic Intervention grouping structure. Our school Inquiry Team will work to identify the students in this subgroup who fit the criteria of negative annual yearly progress. Further details are provided in the Inquiry Team description provided later in this report.
- Students who have exhibited a downward trend in their myriad of assessments must become part of a student focus group. These targeted students will be identified through various sources, ex. ARIS, NYStart, NYSELAT scores, ACUITY, and Design-your-own assessments. Once these targeted determinations are made, we will design and adapt curriculum to meet their specific and targeted needs through the use of collaborative planning groups (Inquiry Team,

RTI, etc.)

C. Hispanic or Latino

- The Performance Index number for 2010 – 2011 in this subgroup was 115. In contrast, both our Effective AMO and our Safe Harbor targets for this subgroup were 118. This left this subgroup with a deficit of -3 points away from meeting their ELA criterion. When compared to our data from the 2009 – 2010 Accountability Report, which was at a +2 level, we observed once again that a slip of only a few points places us into the status of not making AYP for this subgroup.
- In contrast, our New York City Progress Report reflected a Performance Index growth with this exact same subgroup. We feel that if we stay the course with our paralleled ESL classes, based on student levels of ELL proficiency, and expand the subgroup work within these paralleled classes, we can reverse this downward trend in the numerical data.

D. Students with Disabilities

- The data on the NYS Accountability Report has this subgroup with a Performance Index of 65. In comparison, the Effective AMO and Safe Harbor Target for this subgroup is 114 and 76 respectively. This data is in sharp contrast to the African American and Hispanic / Latino subgroups described above. Our school is far short in meeting the EAMO, in fact we are 49 points away from meeting this EAMO. When contrasted, the gap number for last year's Accountability Report was -28. While our African American and Latino subgroups made single digit declines, the gap for the Students With Disabilities group nearly doubled.
- Our plan here is to expand our intervention services to the Student With Disabilities subgroup. We will begin with our Extended Day program. In previous years, we have had problems with getting our SWD's to attend the Extended Day program, which is scheduled at 8:20 A.M. Sporadic attendance has made a continuity of Extended Day instruction an impossibility for some of these classes and students. This year we plan to implement an Attendance Intervention Initiative to help us get these targeted students in school and on time for our Extended Day Academic Intervention services. The initial phase of this program will have the school's Parent Coordinator monitor the attendance of these SWD Extended Day classes. Our Parent Coordinator will conduct a telephone outreach program, in conjunction with the school AIMS program, to effect a positive change in the attendance record of the SWD Extended Day groups.
- Our school has also begun to implement the successful groundwork put into effect through our extended day STAR Group classes during the 2010-2011 academic year. Our school Inquiry Team will point a drive to bring the successful Extended Day activities from the previous year into the SWD ELA classes as targeted Tier 1 intervention.

E. Economically Disadvantaged

- We are comfortable with the fact that the programs described previously and implemented across the subgroups will also raise the Performance Index of our Economically Disadvantaged Students.
- Our school AIMS program will help to monitor this subgroup so that attendance does not become a problem with these targeted students as has been the case with this subgroup in previous years.

2. Summary of Overall 2010 - 2011 School Performance in ELA

In order to determine how our school might take an initial step on the road to improving our student performance, we turned our attention to the percentage of students who were rated "proficient" according to the latest ELA test scores.

A comparative analysis of data revealed:

- In 2010-2011: 32% of our sixth grade students scored at or above a Level 3, 46% scored at a Level 2, while 23% scored a Level 1.

- In 2010-2011, 32% of our seventh graders scored at a Level 3 or above, 53% scored at a Level 2, and 15% scored at a Level 1.
- In 2010-2011, 26% of our eighth graders scored at a Level 3, 63% scored at a Level 2, and 11% scored at a Level 1.

3. School Performance Review Using Sub-Groups

a. Data Analysis for Students with Disabilities

- An analysis of the data for this group across grade 6, 7, and 8 reflected much lower numbers when compared to the overall school performance.
- In Grade 6 the percentage of students with disabilities scoring at or above a Level 3 was 9% while the number of SWD scoring a level 2 or better was 43%.
- In Grade 7 the percentage of SWD scoring at or above a Level 3 was 8% and the number of SWD scoring a level 2 or better was 52%.
- In Grade 8 the percentage of SWD scoring at or above a Level 3 was 3% while the number of those students scoring a level 2 or better was at 70%.
- This data shows a small percentage growth from the 2009-2010 Accountability Report percentages.
- When compared with the overall data of the general education population of the school, the number gaps stand out and call for attention.
- One of the things that we will become an area of focus is how to move more of those Level 2 students and the Level 3 students up to the next level.

Review of This Data using previous year data:

- Students in this subgroup, moving from grade 6 to 7: the percentage of students at Level 3+ increased from 4% to 8%.
- Students in this subgroup moving from grade 7 to 8: the percentage of students at Level 3+ decreased from 5% to 3%.
- Students in this subgroup moving from grade 6 to 7: the percentage of students at Level 2+ increased from 46% to 53%.
- Students in this subgroup moving from grade 7 to 8: the percentage of students at Level 2+ increased from 57% to 80%.

b. Data Analysis for Limited English Proficient Subgroup

- The data for this subgroup presented significantly lower numbers than did the SWD subgroup.
- In Grade 6, the number of LEP students scoring at a level 3 or above was 1%.
- In Grade 7, the number of LEP students scoring at a level 3 or above was 2%.
- And with the Grade 8 LEP students, the percentage of LEP students scoring at a level 3 or higher was 0%.
- In Grade 6, the LEP students had 41% score a level 2 or higher.
- A grade seven analysis had 63% of the LEP students score at a level 2 or better.

- And in the eighth grade category, 60% of the LEP students scored at a level 2 or better.
- This data proved very interesting. It seems to show that our LEP students are perhaps reaching a plateau in Level 2.
- The number of LEP students moving into Level 2 has increased significantly from the previous year. I would like to attribute this to the school implementing a parallel ESL program designed to provide these ELL students with instruction more structured to their NYSELAT levels.
- We are continuing the program this year and have expanded it to include an extra teacher. We would like to now provide the impetus for moving some of these Level 2 ELL's into Level 3. This will be an ongoing initiative with the Inquiry Team, ELL Department, and ELA Team Meetings playing a crucial role.

Review of This Data using previous year data:

- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 3+ decreased from 5% to 2%.
- The students in this subgroup moving from grade 7 to 8: the percentage of students at Level 3+ decreased from 3% to 0%.
- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 2+ increased from 55% to 63%.
- The students in this subgroup moving from grade 7 to 8: the percentage of students at Level 2+ increased from 57% to 60%.

c. Data analysis for African – Americans

- The data analyzed for this subgroup placed these students in somewhat better standings than the SWD and LEP subgroups.
- For the sixth grade 32% scored at a Level 3 or better, while 81% of this sixth grade subgroup scored at a Level 2 or better. While the Level 3 number is better than the SWD and LEP subgroups, the percentage of students at Level 2 or above (81%) is a significant improvement over the SWD and LEP subgroups.
- The seventh grade shows similar numbers to the 6th grade population. For grade seven, 26% of the African-American population was at a Level 3 or better. And the percentage of African-American seventh graders at a Level 2 or better was 80%.
- For the African-Americans in grade eight, 8% scored at a level 3 or better, while 83% were at a level 2 or above.

Review of This Data using previous year data:

- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 3+ decreased from 18% to 26%.
- The students in this subgroup moving from grade 7 to 8: the percentage of students at Level 3+ decreased from 24% to 8%.
- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 2+ decreased from 82% to 80%.
- The students in this subgroup moving from grade 7 to 8: the percentage of students at Level 2+ decreased from 88% to 83%.

d. Data analysis for Hispanic or Latino Subgroup

- The data for this subgroup was very similar to the African-American subgroup.

- In grade six, the number of students scoring at a Level 3 or above was 30%, while the number of Hispanic students scoring at a level 2 or better was 75%.
- For grade seven, 32% of the Hispanic subgroup scored a level 3 or better, and 87% scored at a level 2 or above.
- In grade eight the numbers tell a somewhat similar story, 27% of Hispanics scored a level 3 or better while 90% were found to be at a level 2 or above.
- Like the African-American subgroup, we must continue to move our Hispanic students through increased academic rigor. We must find ways to advance more of these Hispanic students to the next proficiency level.
- The data in the Hispanic subgroup gives our school further insight when compared with the data in the LEP subgroup. We seem to be doing a better job with our non-LEP Hispanic population than with our regular LEP students. This seems to bring out the importance of teaching LEP students “to read.” A greater effort will be made to look into programs that will place a greater emphasis on the beginning foundation of reading itself.

Review of This Data using previous year data:

- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 3+ remained the same at 32%.
- The students in this subgroup moving from grade 7 to 8: the percentage of students at Level 3+ decreased from 34% to 27%.
- The students in this subgroup moving from grade 6 to 7: the percentage of students at Level 2+ increased from 77% to 87%.
- The students in this subgroup moving from grades 7 to 8: the percentage of students at Level 2+ increased from 84% to 90%.

4. Overall Assessment of the Data

- We did make significant progress in moving our Level 1 students into Level 2 as demonstrated by the 86% success rate for students previously retained for having a Level 1 in ELA, Math or both.
- However, this progress seems to have come at a price for some of the students at Levels 2, 3, and 4. There seems to have been a large group of students who moved into Level 2 but these students dropped from a Level 3 or 4 to a Level 2.
- Our focus this year is to address the continued needs of our Level 1 students while applying an Action Plan to address the needs of our Level 3 and 4 students.

B. The Middle School 45 Report Card 2010 – 2011 Review

Student Performance Data Review

English Language Arts

- The percentage of Students at Proficiency (Level 3 or 4) was 29.9% and this was a decrease from 31.4%. This score placed us at only the 26th percentile when compared to our Peer Horizon and at the 31st percentile with the City Horizon.
- The Median Student proficiency number was 2.64 and represented an increase of 0.02. With this score we were in the 27th percentile with the Peer Horizon and the 31st percentile with the City Horizon.

Student Progress Data Review

English Language Arts

- The Median Growth Percentile for our school was 66.0 and was a 2.0 increase from the 64.0 of last year. This score placed us in the 44th percentile in our Peer Horizon and in the 40th percentile in the City Horizon. These were modest increases from last year but increases all the same.
- The more specific Median Growth Percentile for our school's lowest third was 78.0 which was significant progress from the 71.5 of the previous year. This number increased our placement from the 34th percentile in the Peer Horizon group to the 61st percentile. And in the City School category we moved to the 52nd percentile from the 29th percentile.

Closing the Achievement Gap

- For the 2009 – 2010 Progress Report, we received zero extra credit.
- In this Progress Report we reversed that trend and we were able to accumulate 3.5 points of extra credit.
- The areas we received credit for Closing the Achievement Gap were:
 - A. Percent at proficiency, CTT
 - B. Percent at proficiency, SETSS
 - C. Percent at 75th Growth Percentile or Higher – English Language Learners
 - D. Percent at 75th Growth Percentile or Higher – Lowest Third Citywide
 - E. Percent at 75th Growth Percentile or Higher – Self-Contained / CTT / SETSS
 - F. Percent at 75th Growth Percentile or Higher – Black and Hispanic Males in Lowest Third Citywide
 - G. Movement of students with disabilities to less restrictive environments
- All of the additional credit came in the area of ELA.

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.

Analyze data in a specific and focused way to address students who slipped into level one from two and into level two from three and four with

particular attention to the SWD and ELL subgroups

Teacher Team Meetings in ELA: teachers meet collaboratively throughout the year to discuss data in an effort to increase student performance

- Teacher teams meet weekly by grade level to look at ARIS data and performance rating to form groups of students for Tier 1 intervention to deliver small group instruction twice weekly for four week cycles. Following the department wide Unit tests every 6 weeks, teachers will disaggregate this data to assess the groupings as well as to determine success with teaching the performance indicators measured by the assessment. The teams will also review the running record data following the January administration of the running record to see which students are not showing progress in their reading level. We will also use the Acuity interim assessments to shed further light on student areas of need. ELA teachers, coaches and AP will be involved in this effort.

Content Area Meetings in ELA

- Teacher teams meet once a month with an initial focus on looking at student work to see gaps in the curriculum, and task alignment with the CCLS. We look at the student work as we do the data to see where the performance indicators are being taught and acquired by students at a level of mastery. When the student work does not reveal this relationship we know a gap exists in either planning or student learning. Discussion occurs between all participants, the ELA teachers, coaches and AP to determine how the student work informs our practice
- Following each unit test the AP and coaches meet individually with all of the teachers to review the unit assessment and help the teachers determine which students are at a level of mastery for the performance indicators assessed. We also discuss how to re-teach the areas that had little growth or how to deliver intervention.
- AP's in all content areas and the Principal meet with all teachers in the beginning and mid-way through the year to first set goals related to data, then reassess as more data is collected

The timeline for implementation of these practices is across the school year. As data is collected through running records, unit tests, acuity assessments and teacher made assessments our efforts evolve and change as do the flexible groupings we help teachers create.

Integration of the CCLS – In the area of ELA instruction we are aligning the curriculum to the CCLS to heighten critical thinking and expectations which will translate to increased performance

- Summer 2011 the Coach and instructional facilitators met to revamp the curriculum to include units of study aligned to the CCLS. In September Professional Development was delivered to acclimate teachers to the language and expectations imbedded in the common core. We work with the ELL and SWD to find entry points to the CCLS at their students' levels.
- Support from network staff in the planning and implementation of CCLS aligned curriculum. Participation in walkthroughs to assess alignment of tasks/objectives and CCLS.
- Throughout the year administration meets with teachers both formally and informally following observations to discuss the CCLS and how the teachers' plans and implementation aligns. Administration has instituted short, frequent cycles of observation using a research based framework to offer strategic recommendations to assist teachers in meeting demands of CCLS.

The timeline for implementation of these practices is across the school year. It actually began spring 2011. As we learn more and collaborate we add more to our curriculums. We receive input from the Network facilitators to improve the curriculum and to ensure we have.

Use creative scheduling and staffing to meet the needs of ELL and SWD subgroups

- Mainstreaming will be expanded across the Special Education Department as part of the Phase One Initiative. Parallel programming will allow more students to be mainstreamed. It will also allow the students not being mainstreamed to receive more targeted intervention and support at their level within the self – contained class.
- Beginning in September 2011 and will continue throughout the year; three classes of ELL students will be paralleled with four ELL teachers to 1 – reduce class size and 2 – focus needs of students based on NYSESLAT and ELA scores
- 6 ELL and SWD teachers have reduced programs to pull students from content area class to deliver additional instruction

- RTI teachers will work with students in need of Tier 2 intervention

The timeline for implementation of these practices is across the school year. Principal meets with RTI teachers and teachers with short programs who deliver intervention services. Teachers present data on students they service. Meetings and data collection occur every month.

Professional Development

- Junior Great Books Professional Development Summer 2011 ten teachers including two ELL and two SWD teachers were trained to use the shared inquiry methodology. Materials were purchased to support his work. Teachers who were trained will incorporate the program in their units of study. The increased questioning and academic rigor that comes from this program is something we hope will especially assist our level 2 and 3 students move into levels 3 and 4. The timeline for implementation of this practice is across the school year with planning for the program to begin in fall 2011 and implementation of the shared inquiry approach in December. Students participating are expected to show growth in running record data as well as the performance indicators that measure critical thinking on the unit assessments. The unit assessments measure growth every 6 weeks, the running record is 3 times a year.
- Overcoming Obstacles Professional Development is intended to service the needs of the whole child, emotionally socially and in turn academically. The program helps students navigate delicate situations that arise in middle school including bullying. The program is delivered to all once a week during the extended day. All of our SWD and ELL students are part of the extended day so they receive this program as well. Helping the students' emotional and social growth is an important component to assisting them academically. The timeline for implementation of this practice is across the school year. We expect to see a continued diminishing in our occurrence reported in OORs and incidents reported in SWIS. Principal meets monthly with deans to check data and reports current areas of need to AP's and staff
- We have purchased 6 consultant days with AUSSIE to work with implementing reading strategies in the Science content area. We believe our content area teachers should act as reading teachers in terms of looking for ways to reinforce content vocabulary as well as other reading strategies. The consultant days will begin in the Winter and occur twice monthly. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.
- A BETAC consultant will work with ELL teachers on implementing CCLS and best practices for ELL students. 10 days were purchased with PD to begin in October and carry through until the spring of 2012. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.
- Project Based Learning PD was starting in the spring of 2011. We are providing PD this year in an effort to help teachers execute the Project Based Learning Model during 2-3 units of study. The consultant works with the 15 teachers, five of which are ELL or SWD teachers, who were trained and provides on-going PD. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.
- We have an approach to professional development that is differentiated based on the needs of the teachers. Following informal observations either the AP, coach or instructional facilitator may work with the teacher on a particular pedagogical strategy like tiering lessons. In addition we invite teachers to participate in lab-sites to view good practice. We follow this with assistance to implement what they saw in their own classroom. This work is on-going throughout the year and involves all ELA teachers. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.
- Using SINI funding (anticipated December 2011) we will provide professional development afterschool for 40 teachers 4 hours a week for 3 weeks on planning lessons with effective questions, tasks aligned to standards and differentiation. Evidence of progress will come from informal observations and collection of lesson plans following the professional development

Extended Day and After-school Initiatives

- Target population invited to extended day including our level 1 students, SWD and ELL students. Focus on ELA and Math instruction from September 2011-June 2012.
- ELL students serviced through Title III funding in an after-school program 2hours a week in ELA and math After School Program for 60 6th, 7th & 8th grade

ELL Students: Per Session: December through June, Wednesday & Thursdays

- Expansion of after school programs including Innovative Education Program (in house SES provider), Beacon and Career Visions (homework assistance, tutoring) aimed at Level 1 and Level 2 students, especially those who are ELL and Special Education students.

Monitoring progress in this area will occur for the STAR students in extended day (level 1 and lower third) through bi-weekly assessments and re-teaching of strategies not yet at mastery.

Engage all students in one culminating literacy assessment embedded in units of instruction that are fully aligned with -selected Common Core Standards by June 2012 including classes with SWD and ELL

- 100% of our ELA teachers will provide lessons and assessments to meet this goal.
- During ELA common planning, ELA teachers will work together to create this unit of study and assessments
- With the support of our network literacy coach, our coaches and instructional facilitators will provide support to ELA teachers in creating this unit/assessments (Total monies spent on teachers who provide PD to our teachers in all content areas is 252,618 – Title I)
- Literacy coaches will attend professional development sessions provided by the network
- The administrative team will monitor lessons via daily walkthroughs and review of lesson plans
- Continuous review and reflection of lessons/assessments being created by administration/coaches/network support
- Look at student work at during/after each unit to ascertain student progress toward meeting the goal.

Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans/student work for teachers involved.

Our goal is to adopt a research based framework to serve as the focus for walkthroughs to provide clear expectations and feedback regarding teacher effectiveness and dialogue that will help administrators and teachers enhance instruction for all students including SWD and ELL

- 80% of teachers will be informally observed using a research based framework and formally observed using suggestions and feedback from informal observations to improve teacher practice and student outcomes.
- During our cabinet meetings, we will review our informal “snapshots” to provide each other with support/feedback
- Review of student work to support the feedback given
- Informal Walkthrough templates will be used to refine feedback to teachers to strengthen teacher practice
- Review of student work to ensure increased excellence in student work and alignment of instruction and assessment.

Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.

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.
 - 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate 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;
- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- 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 calendar designed to keep parents informed about school activities;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attract HQT

- MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school
- Attend Job Fairs through the DOE
- Consult Teacher Finder

Retain and Nurture HQT

- We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean

for behavior management and a mentor

- We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science and ELL teachers, monthly content meetings and teacher team meetings

Differentiated Opportunities for Professional Growth

- Teachers will set meaningful goals and receive feedback on goals and progress throughout year as part of informal/formal observation process
- Informal snapshots and formal observations will be used to maintain a high quality of teaching with all teachers receiving an informal observation and lesson plan check no less than every third week, decisions to be made on next steps in collaboration with teacher in need but could be: inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, BETAC) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to 'track them down'
- We conduct lab-sites and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Using SINI funding (anticipated December 2011) we will provide professional development afterschool for 40 teachers 4 hours a week for 3 weeks
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to a partnership with Museum of Natural History, Teacher's College, and BETAC

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.
1. Students in Temporary Housing
 - STH are identified by AIMS department
 - Students are referred for counseling if need arises
 - Parents are offered workshop opportunities to increase parent involvement
 - Support will be given in the form of school supplies or transportation funds if needed
 2. SAPIS worker will deliver lessons to classes on drug and alcohol abuse, work with students at-risk in concert with Montefiore School-Based Clinic psychological specialists and MS 45 guidance department to address student needs in the school environment, thus improving attendance and supporting emotional growth in the hopes of translating to improved academic growth
 3. Montefiore School Based Clinic in concert with School Food Services work collaboratively with student health team to survey students on school food and nutrition options, report back findings in an effort to improve quality of nutritional options at breakfast and lunch. Increasing student participation in school activities and helping to improve overall nutrition and health enhances student well-being in the hopes of translating to improved academic growth
 4. Support of CBO – Beacon Program and Career Visions Institute (CVI)
 - Work with students on extra-curricular activities like chorus, yearbook, drama and art
 - Encourages healthy lifestyle by promoting physical activity
 - Assists with tutoring and homework help
 - Involves parents in special night-time functions like multicultural fair
 - Gives students a safe environment to spend the afternoon-evening hours
- All activities enhance student well-being in the hopes of translating to improved academic growth
5. NCLB – Supplemental Educational Support Services
 - New in-school provider selected based on data from reference school

- Actively recruits students for the program
 - Will address student needs in math and ELA,
6. SINI funding
- Support professional development in relation to teacher planning
 - 40 teachers will receive training in lesson planning to include distinct high level differentiation and tiering strategies, effective questioning, aligning task to standard and how to increase student engagement
 - Delivered by MS 45's instructional facilitators and coaches

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.

Budget and resources

- Total monies spent on teachers (instructional facilitators and coaches) who provide PD to our teachers in all content areas is 252,618 – Title I
- 50% AP salary - 52,900 – Title I
- 50% teacher salary – ARRA (parallel teaching for ELL classes)
- Great Books Foundation - 4000 – Title I
- AUSSIE - 7050 – Title I (work with science teachers)
- BETAC - 9,000 - Title I (ELL consultant)
- BUCK Institute 7,750 – Title I (Project Based Learning)
- Title III after school program - 50 days, 1 hr. per day 1 Supervisor: 50hrs x \$52.21= \$2,610.50 7 Teachers: 350hrs x \$49.89=\$17461.50
- SINI funding – 20,000

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Limited English Proficient (LEP) and Students with Disabilities (SWD) will demonstrate progress towards achieving State Standards as measured by a 10% increase in students scoring at level 2 and a 5% increase in students scoring at level 3 or above on the NYS Math exam in June 2012

Comprehensive needs assessment

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

A. The New York State Report Card 2010 – 2011 Review

1. Math All-Student Group and Sub-Groups

A. All Students and White

- In these two groups / subgroups our school has met the criteria to have us on track as meeting AYP in Math. However, the gap between our Performance Index and the Effective AMO was a marginal number for the All Student group – our Performance Index was 133 which just happened to match our EAMO.

This All-Student data will improve as we provide a better focus on the target subgroups that compose the bulk of this All-Student grouping.

B. Black or African American

- We found that this subgroup was one of the biggest surprises of all of the subgroups in our Accountability Report. In our previous Accountability Report for 2009 – 2010, the school Performance Index for this subgroup in Math was thirty-five points above our EAMO, making our school safely making AYP in this category. Much to our surprise, this same subgroup for the 2010 – 2011 Accountability Report now showed a negative gap where our Performance Index was seventeen points below the Effective AMO.
- At this time we are at a loss to explain a swing of fifty-two points in this crucial subgroup category. With this in mind, one of the target groups for our Inquiry Team will be looking at our African American subgroups and determining what action plan we might put into place to better assist this group in their areas of need.

C. Hispanic or Latino Group

- This subgroup also saw a dramatic swing in the data used to determine Math AYP in this subgroup. While the number shift was not as dramatic as the African American subgroup, it did actually shift thirty-six points on a negative course. What was a positive thirty-eight point differential between our Performance Index and the EAMO, is now a positive two point differential.
- Similar to the African-American subgroup, our school Math Department and our Inquiry Team will take up this cause and press for possible answers as to the major shift in the number differential.

D. Students With Disabilities

- In the school 2009 – 2010 Accountability Report for Mathematics, we had a Performance Index of 127 while our EAMO was 128, meaning that we barely qualified for AYP in this subgroup. For the 2010 – 2011 Accountability Report, the downward trend of our data numbers continued and we found ourselves with a new Performance Index of 77 while our EAMO was a hefty 129. This number gap mirrored what we had observed in the two prior subgroups.
- Similar to two previous subgroups, our school Inquiry and Math teams will go about analyzing the data, specifically but not exclusive to the Exam Item Analysis, to look for possible actions that we might take to reverse the downward data number trend.

E. Limited English Proficient

- Unlike the previous subgroups, our school did make Math AYP in this subgroup but only by using our Safe Harbor number. Without this Safe Harbor exemption, this subgroup's Performance Index was 18 points below our EAMO.
- An Action Plan similar to the steps described for the previous Math subgroups would be employed.

F. Economically Disadvantaged

- While our school did not make AYP in this subgroup, the difference between the Performance Index and the EAMO was a small number of -2. We feel that by implementing the interventions and action plans put together by the Inquiry Team and the Math Department, we can improve our data to qualify for AYP in this subgroup for the next assessment.

The Middle School 45 Report Card 2010 – 2011 Review

Student Performance Data Review

Mathematics

- The percentage of Students at Proficiency (Level 3 or 4) was 43.9% that was an increase from 43.1%. This placed us in the 24th percentile in our Peer Horizon and the 36th percentile in the City Horizon.
- The Median Student Proficiency was 2.93 that showed an increase from the 2.84 of the previous year. These numbers placed us in the 27th percentile in the City Horizon and the 36th percentile in the City Horizon.
- Like the ELA data, the most concerned aspect is the ranking our school holds when placed inside the Peer and City Horizons.

Student Progress Data Review

Mathematics

- Our Median Growth Percentile was 52.0 that is down from the 57.0 of the previous year. This number placed our school in the 24th percentile and that was a huge drop from the 40th percentile among our Peer Horizon. Our standing in the City School Area went from the 35th percentile down to the 26th percentile.
- The Median Growth Percentile for the school's lowest third was 62.0 and was an increase from the 59.0 score of last year. Based on this number, we stand in the 36th percentile among our Peers and the 34th percentile among the City Horizon.
- Like the ELA data, the most concerned aspect is the ranking our school holds when placed inside the Peer and City Horizons.
- However, our Math Department and Inquiry Team is examining the significant drop in the Median Growth Percentile numbers to determine how best to respond to this decrease.

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.

Analyze data in a specific and focused way to address students who slipped into level one from two and into level two from three and four with particular attention to the SWD and ELL subgroups

Teacher Team Meetings in math: teachers meet collaboratively throughout the year to discuss data in an effort to increase student performance

- Teacher teams meet weekly by grade level to look at ARIS data and performance rating to form groups of students for Tier 1 intervention to deliver small group instruction twice weekly for four week cycles. Following the department wide Unit tests every 6-8 weeks, teachers will disaggregate this data to assess the groupings as well as to determine success with teaching the performance indicators measured by the assessment. We will also use the Acuity interim assessments to shed further light on student areas of need. Math teachers, coaches and AP will be involved in this effort.
- **Content Area Meetings in math**
- Teacher teams meet once a month with an initial focus on looking at student work to see gaps in the curriculum, and task alignment with the CCLS. We look at

the student work as we do the data to see where the performance indicators are being taught and acquired by students at a level of mastery. When the student work does not reveal this relationship we know a gap exists in either planning or student learning. Discussion occurs between all participants, the math teachers, coaches and AP to determine how the student work informs our practice

- Following each unit test the AP and coaches meet individually with all of the teachers to review the unit assessment and help the teachers determine which students are at a level of mastery for the performance indicators assessed. We also discuss how to re-teach the areas that had little growth or how to deliver intervention.
- AP's in all content areas and the Principal meet with all teachers in the beginning and mid-way through the year to first set goals related to data, then reassess as more data is collected

The timeline for implementation of these practices is across the school year. As data is collected through unit tests, acuity assessments and teacher made assessments our efforts evolve and change as do the flexible groupings we help teachers create.

Integration of the CCLS – In the area of math instruction we are aligning the curriculum to the CCLS to heighten critical thinking and expectations which will translate to increased performance

- Development of pacing calendars for grades 6th, 7th, and 8th grades to begin the work of integrating the CCLS as per the DOE and Instructional Expectations.
- Development of pacing calendars for 6th, 7th and 8th grade to assist teachers in lesson and unit planning; special consideration added in these documents for strategies that will specifically address the differentiated needs of Special Education and the language deficiencies of our ELLS
- During math common planning, math teachers will work together to create this unit of study and assessments
- With the support of our network math coach, our coach and instructional facilitators support will be provided to math teachers in creating these unit/assessments.

The timeline for implementation of these practices is across the school year.

Professional Development

- Professional Development Activities including workshops to address differentiated needs of teachers based on targeted population, personal knowledge base and experience level; continuation of grade meetings within the math department to address the specific needs of each level; training on establishing clear expectations and academic rigor through use of effective lesson planning, rubric design and development, effective questioning and analysis of student work; training for all grade level teachers on test-sophistication strategies; establishment of lab sites on each grade level where in class professional development can take place, time will be allocated for debrief and planning sessions; math coach will continue in class modeling and out of class meeting time to target specific difficulties teachers are experiencing. The timeline for implementation of these practices is across the school year. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers.
- Overcoming Obstacles Professional Development is intended to service the needs of the whole child, emotionally socially and in turn academically. The program helps students navigate delicate situations that arise in middle school including bullying. The program is delivered to all once a week during the extended day. All of our SWD and ELL students are part of the extended day so they receive this program as well. Helping the students' emotional and social growth is an important component to assisting them academically. The timeline for implementation of this practice is across the school year. We expect to see a continued diminishing in our occurrence reported in OORs and incidents reported in SWIS. Principal meets monthly with deans to check data and reports current areas of need to AP's and staff.
- Project Based Learning PD was starting in the spring of 2011. We are providing PD this year in an effort to help teachers execute the Project Based Learning Model during 2-3 units of study. The consultant works with the 15 teachers, five of which are ELL or SWD teachers, who were trained and provides on-going PD. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.
- We have an approach to professional development that is differentiated based on the needs of the teachers. Following informal observations either the AP,

coach or instructional facilitator may work with the teacher on a particular pedagogical strategy like tiering lessons. In addition we invite teachers to participate in lab-sites to view good practice. We follow this with assistance to implement what they saw in their own classroom. This work is on-going throughout the year and involves all math teachers. Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans for teachers involved.

- Using SINI funding (anticipated December 2011) we will provide professional development afterschool for 40 teachers 4 hours a week for 3 weeks on planning lessons with effective questions, tasks aligned to standards and differentiation. Evidence of progress will come from informal observations and collection of lesson plans following the professional development

Use creative scheduling and staffing to meet the needs of ELL and SWD subgroups

- Mainstreaming will be expanded across the Special Education Department as part of the Phase One Initiative. Parallel programming will allow more students to be mainstreamed. It will also allow the students not being mainstreamed to receive more targeted intervention and support at their level within the self – contained class.

Student progress is monitored via IEP process. Any concerns where a mainstream student is having difficulty functioning will be assessed by CIT and AP in conjunction with teachers to remedy. This occurs on an on-going process, student data is shared with both the special ed teacher and the mainstream teacher.

Extended Day and After-school Initiatives

- Target population invited to extended day including our level 1 students, SWD and ELL students. Focus on ELA and Math instruction from September 2011-June 2012.
- ELL students serviced through Title III funding in an after-school program 2hours a week in ELA and math After School Program for 60 6th, 7th & 8th grade ELL Students: Per Session: December through June, Wednesday & Thursdays, 50 days, 1 hr. per day 1 Supervisor: 50hrs x \$52.21= \$2,610.50 7 Teachers: 350hrs x \$49.89=\$17461.50
- Expansion of after school programs including Innovative Education Program (in house SES provider), Beacon and Career Visions aimed at Level 1 and Level 2 students, especially those who are ELL and Special Education students.

Monitoring progress in this area will occur for the STAR students in extended day (level 1 and lower third) through bi-weekly assessments and re-teaching of strategies not yet at mastery.

Engage all students in one culminating math assessment embedded in units of instruction that are fully aligned with selected Common Core Standards by June 2012 including classes with SWD and ELL

- 100% of our math teachers will provide lessons and assessments to meet this goal
- During math common planning, math teachers will work together to create this unit of study and assessments
- With the support of our network math coach, our coach and instructional facilitators support will be provided to math teachers in creating these unit/assessments.
- Continuous review and reflection of lessons/assessments being created by administration/coaches/network support
- Look at student work at during/after each unit to ascertain student progress toward meeting the goal.

Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans/student work for teachers involved.

Adopt a research based framework to serve as the focus for walkthroughs to provide clear expectations and feedback regarding teacher effectiveness and dialogue that will help administrators and teachers enhance instruction for all students including SWD and ELL

- 80% of teachers will be informally observed using a research based framework and formally observed using suggestions and feedback from informal

observations to improve teacher practice and student outcomes.

- During our cabinet meetings, we will review our informal “snapshots” to provide each other with support/feedback
- Review of student work to support the feedback given
- Informal Walkthrough templates will be used to refine feedback to teachers to strengthen teacher practice
- Formal observations will be conducted using feedback from informal walkthroughs.
- Review of student work to ensure increased excellence in student work and alignment of instruction and assessment.

Monitoring progress in this area will occur as well conduct informal observations and collect lesson plans/student work for teachers involved.

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.
 - 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
 - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
 - provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
 - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
 - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
 - translate 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;
 - 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- 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 calendar designed to keep parents informed about school activities;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attract HQT

- MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school
- Attend Job Fairs through the DOE
- Consult Teacher Finder

Retain and Nurture HQT

- We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor
- We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science and ELL teachers, monthly content meetings and teacher team meetings

Differentiated Opportunities for Professional Growth

- Teachers will set meaningful goals and receive feedback on goals and progress throughout year as part of informal/formal observation process
- Informal snapshots and formal observations will be used to maintain a high quality of teaching with all teachers receiving an informal observation and lesson plan check no less than every third week, decisions to be made on next steps in collaboration with teacher in need but could be: inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, BETAC) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to 'track them down'
- We conduct lab-sites and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to a partnership with Museum of Natural History, Teacher's College, and BETAC

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.
1. Students in Temporary Housing
 - STH are identified by AIMS department
 - Students are referred for counseling if need arises
 - Parents are offered workshop opportunities to increase parent involvement
 - Support will be given in the form of school supplies or transportation funds if needed
 2. SAPIS worker will deliver lessons to classes on drug and alcohol abuse, work with students at-risk in concert with Montefiore School-Based Clinic psychological specialists and MS 45 guidance department to address student needs in the school environment, thus improving attendance and supporting emotional growth in the hopes of translating to improved academic growth
 3. Montefiore School Based Clinic in concert with School Food Services work collaboratively with student health team to survey students on school food and nutrition options, report back findings in an effort to improve quality of nutritional options at breakfast and lunch. Increasing student participation in school activities and helping to improve overall nutrition and health enhances student well-being in the hopes of translating to improved academic growth
 4. Support of CBO – Beacon Program and Career Visions Institute (CVI)
 - Work with students on extra-curricular activities like chorus, yearbook, drama and art
 - Encourages healthy lifestyle by promoting physical activity
 - Assists with tutoring and homework help
 - Involves parents in special night-time functions like multicultural fair
 - Gives students a safe environment to spend the afternoon-evening hours
- All activities enhance student well-being in the hopes of translating to improved academic growth
5. NCLB – Supplemental Educational Support Services
 - New in-school provider selected based on data from reference school
 - Actively recruits students for the program
 - Will address student needs in math and ELA,
 6. SINI funding
 - Support professional development in relation to teacher planning
 - 40 teachers will receive training in lesson planning to include distinct high level differentiation and tiering strategies, effective questioning, aligning task to standard and how to increase student engagement
 - Delivered by MS 45's instructional facilitators and coaches

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.
- Total monies spent on teachers (instructional facilitators and coaches) who provide PD to our teachers in all content areas is 252,618 – Title I
 - 50% AP salary - 52,900 – Title I
 - Great Books Foundation - 4000 – Title I
 - AUSSIE - 7050 – Title I (work with science teachers)
 - BUCK Institute 7,750 – Title I (Project Based Learning)
 - Title III after school program - 50 days, 1 hr. per day 1 Supervisor: 50hrs x \$52.21= \$2,610.50 7 Teachers: 350hrs x \$49.89=\$17461.50



ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Reduce the number of Principal's Suspensions by 10% as evidenced by the On-line Occurrence Reporting System by June 2012

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.

The Middle School 45 Report Card 2010 – 2011 Review

a. School Environment Data

- Communications
 - Score of 6.3
 - We only placed in the 30th percentile in this category which was a drop of a few percentile points from the previous Progress Report.
- Safety and Respect
 - Score of 7.1
 - This score put us only in the 40th percentile in our Peer Group and the 43rd percentile in comparison to city schools. This was a significant increase as we were only in the 27th percentile in this area for the previous Progress Report.
 - A study of the school questionnaire results seems to demonstrate that there is more of a deficit in the area of “respect” rather than in the area of “safety.” This needs further exploration and consideration.

OORS

- OORS data for 2010-2011 has MS 45 with 77 Principal's suspensions, while this is down from the previous year, we feel it is too high of a number. Last year we were able to reduce level 1 and 2 infractions and look to spread the work we are doing with Positive Behavior Intervention Service (PBIS)

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.

Implement the PBIS system (Positive Behavior Intervention Service). PBIS is a school wide proactive approach for creating and maintaining safe and effective learning environments in school.

- Re-Train all staff in PBIS and distribution of “starbucks” to students
- Open a school “starbuck” store so students can use their “money” to purchase incentives
- Hold grade assemblies to celebrate and acknowledge the class/students with the most “starbucks”
- Continuously acknowledge the positive behavior of students with “starbucks”

- Continuously review the PBIS matrix to reinforce STAR behavior.
- Meet monthly with PBIS team to discuss successes and needs for full implementation of PBIS
- Attend meetings sponsored by the Network for PBIS implementation support and share with staff

Implement parent component of the PBIS program

- Implement parent component of the program beginning with understanding of PBIS moving to distribution of “starbucks” at home
- Hold workshops for parents on PBIS as well as any other areas of need including monthly workshops on varied curriculum areas so parents know what students are learning and understand teacher expectations
- Host Question and Answer meeting with parents and administration to increase home-school communication
- Parent coordinator and PA will set calendar of workshops monthly based on parent need and interest
- Involve PA and SLT in decision making regarding PBIS and raising parent involvement

Work with students who do not respond to PBIS incentives

- Social and emotional support will be provided via Classroom Teachers Crisis Intervention Teacher, Social Worker, and Guidance Counselors.
- Crisis intervention teacher/SAT Social Worker will work with teachers to establish dealing FBA/BIP plans for students with emotional and behavioral needs.
- Check-in check -out system will be implemented for students who by January have the most infractions across the building

Increase communication with staff regarding trends in OORS and School Wide Informational System (computer tracking component of PBIS)

- On a monthly basis deans and administration will review OORS and SWIS (School-Wide Information System) reports to analyze and look for patterns where occurrences increase and brainstorm ways to support students/teachers
- Share results of OORS and SWIS with staff to reinforce any areas that need to be reviewed

Implementation timeline will occur over the course of the year. We monitor the data from OORs and the reporting system for PBIS (SWIS) on a monthly basis. The principal meets with the deans the data is analyzed and reported to AP’s and school wide.

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 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.
 - 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate 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;
- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- 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 calendar designed to keep parents informed about school activities;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attract HQT

- MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school
- Attend Job Fairs through the DOE
- Consult Teacher Finder

Retain and Nurture HQT

- We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor
- We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science and ELL teachers, monthly content meetings and teacher team meetings

Differentiated Opportunities for Professional Growth

- Teachers will set meaningful goals and receive feedback on goals and progress throughout year as part of informal/formal observation process
- Informal snapshots and formal observations will be used to maintain a high quality of teaching with all teachers receiving an informal observation and lesson

plan check no less than every third week, decisions to be made on next steps in collaboration with teacher in need but could be: inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, BETAC) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point

- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to 'track them down'
- We conduct lab-sites and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to a partnership with Museum of Natural History, Teacher's College, and BETAC

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.
1. Students in Temporary Housing
 - STH are identified by AIMS department
 - Students are referred for counseling if need arises
 - Parents are offered workshop opportunities to increase parent involvement
 - Support will be given in the form of school supplies or transportation funds if needed
 2. SAPIS worker will deliver lessons to classes on drug and alcohol abuse, work with students at-risk in concert with Montefiore School-Based Clinic psychological specialists and MS 45 guidance department to address student needs in the school environment, thus improving attendance and supporting emotional growth in the hopes of translating to improved academic growth
 3. Montefiore School Based Clinic in concert with School Food Services work collaboratively with student health team to survey students on school food and nutrition options, report back findings in an effort to improve quality of nutritional options at breakfast and lunch. Increasing student participation in school activities and helping to improve overall nutrition and health enhances student well-being in the hopes of translating to improved academic growth
 4. Support of CBO – Beacon Program and Career Visions Institute (CVI)
 - Work with students on extra-curricular activities like chorus, yearbook, drama and art
 - Encourages healthy lifestyle by promoting physical activity
 - Assists with tutoring and homework help
 - Involves parents in special night-time functions like multicultural fair
 - Gives students a safe environment to spend the afternoon-evening hours
- All activities enhance student well-being in the hopes of translating to improved academic growth
5. NCLB – Supplemental Educational Support Services
 - New in-school provider selected based on data from reference school
 - Actively recruits students for the program
 - Will address student needs in math and ELA,
 6. SINI funding
 - Support professional development in relation to teacher planning
 - 40 teachers will receive training in lesson planning to include distinct high level differentiation and tiering strategies, effective questioning, aligning task to standard and how to increase student engagement

- Delivered by MS 45's instructional facilitators and coaches

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.
 - Many items in the “starbucks” store were received gratis from varied donors including Big Apple fundraising and local merchants
 - Parent Workshops – Title I 1% set-aside for parent involvement
 - SLT stipends – 3,000 FSF
 - Full time CIT – FSF 67,269
 - 2 Full time deans – FSF 134,400

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	183	118	183	183	27	4	10	180
7	223	188	223	223	26	5	10	210
8	225	169	225	225	28	5	10	230
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Inquiry team to identify students who span a level: high level1/low level 2 and high level 2/low level 3 and student s in lower third. Groupings to be made and shared with all content area teachers. Teacher team meetings and content meetings to create activities to address needs of these learners. Formation of intervention groups using this data. • Period A (Extended Day): small group, test sophistication based on strategy area needed, assessments, 2 times a week every other week. All level 1 students, ELL and Special Ed are part of Period A. Any level 1 is placed in a STAR group with teachers who have demonstrated success in helping students make progress • Just Words reading intervention strategy with some of our lowest 6th grade readers. • Title III after-school program for ELL students 65 students participate • TIER I classroom teacher: small groups 1-2 times a week in classroom for 20 minutes • Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction • ESL: Differentiated instruction within ESL periods
Mathematics	<ul style="list-style-type: none"> • Inquiry team to identify students who span a level: high level1/low level 2 and high level 2/low level 3 and student s in lower third. Groupings to be made and shared with all content area teachers. Teacher team meetings and content meetings to create activities to address needs of these learners. Formation of intervention groups using this data. • Period A (Extended Day): small group, test sophistication based on strategy area needed, assessments, 2 times a week every other week. All level 1 students, ELL and Special Ed are part of Period A. Any level 1 is placed in a STAR group with teachers who have demonstrated success in helping students make progress • Title III after-school program for ELL students 65 students participate • Tier I classroom teacher: small groups 1-2 times a week in classroom for 20 minutes • Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction
Science	<ul style="list-style-type: none"> • Inquiry team to identify students who span a level: high level1/low level 2 and high level 2/low level 3 and student s in lower third. Groupings to be made and shared with all content area teachers. Teacher team meetings and content meetings to create activities to address needs of these learners. Formation of intervention groups using this data.

	<ul style="list-style-type: none"> • Science AIS will incorporate Differentiated Instruction practices • Infusion of ELA strategies including RAFT and strategy incorporation related to ELA curriculum map • Construction of lesson plans that are tiered to the low, middle, and high end students in each class. • Teachers plan lessons that describe teaching strategies and activities for these groups. • Assessments to measure student growth and progress
Social Studies	<ul style="list-style-type: none"> • Incorporation of Differentiated Instruction practices acquired in our staff Professional Development sessions. • Administer Learning Style Inventory for each student with data kept in student portfolios. • Inquiry team to identify students who span a level: high level 1/low level 2 and high level 2/low level 3 and students in lower third. Groupings to be made and shared with all content area teachers. Teacher team meetings and content meetings to create activities to address needs of these learners. Formation of intervention groups using this data. • Construction of lesson plans that are tiered to the low, middle, and high end students in each class.
At-risk Services provided by the Guidance Counselor	4 guidance counselors each have 5-7 at-risk groups seen once or twice a week Sapis worker has at risk groups seen once a week and individual students as needed. Provides in class lessons in 6 week cycles.
At-risk Services provided by the School Psychologist	Sees individual students based on area of need one time a week. Rotates students frequently
At-risk Services provided by the Social Worker	Social Worker on SAT team Sees individual students based on area of need one time a week. Rotates students frequently. Montefiore provides services to students once a week for scheduled appointments or depending on needs of students. Sees parents as part of intervention
At-risk Health-related Services	Montefiore clinic provides immunizations, physicals, asthma control among other services

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

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

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

PARENT INVOLVEMENT POLICY (PIP) 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, 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:

- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- 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 calendar designed to keep parents informed about school activities;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN:10x045

School Name: Thomas C. Giordano, Middle School 45

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 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 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.

Our school did not undergo a JIT or SQR during the 2010-2011 school year. After a review of our student and staff data, we know that our areas of need include all student groups (except for Caucasians) in the area of ELA, math including the subgroups of black or African American and SWD's. To this end, we have worked toward more uniform benchmark assessments to review data more frequently. In addition, our teacher team meetings focus on looking at student work to revise plans and brainstorm differentiated activities/tasks for students. Our school inquiry team has worked to identify the students in all of the subgroups who fit the criteria of negative AYP. To meet the needs of our ESL students we have paralleled their esl classes based on student levels of ELL proficiency. In addition, 3 ESL teachers work with targeted students' once/week in small groups to provide targeted intervention services. For our SWD, we have mandated all SWD to attend extended morning with specific teachers that are provided with materials and bimonthly assessments. All ESL students and students in the lower 1/3 school wide are also mandated for extended morning. 3 special ed teachers have been provided one period/week to work exclusively with the low performing students. All teachers provide Tier 1 intervention to their students and our RTI teachers are working with targeted students in ELA/Math.

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.

We have paralleled our ESL classes to provide instruction based on students' levels. In addition, 17 teachers attended training for Project Based Learning Instruction which will better engage students, provide them with critical thinking skills which in turn will assist them on their exams. We plan to provide all teachers with professional development in effective planning to ensure plans are differentiated, engaging, challenging and there is alignment of the objective with the tasks. Our RTI teachers have identified students to work with during their RTI periods providing Tier 2 intervention. All teachers are expected to provide Tier 1 intervention in their classes. The administrative team has attended professional development with respect to better supervising teachers' instruction and providing more effective feedback and support where needed. We also have 1 literacy coach, 1 math coach as well as 2 instructional facilitators in ela/math (highly effective teachers working with teachers on planning, etc), 1 instructional facilitator in social studies and science. We have provided our ESL teachers with ongoing professional development via the services of BETAC. With the sini funds we will provide school wide training to our teachers in the area of effective planning, which includes implementing Common Core State Standards (CCSS), Data Driven Inquiry (DDI) and differentiated instruction to meet the needs of all our students and to improve instruction to enhance student performance to meet AYP.

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.

Our title 1 funds were used for professional development services of BETAC, Jr. Great Books, Teachscape, partial funding of our coaches and instructional facilitators as well as the follow up classroom training of the Project Based Learning teachers.

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

Our coaches and instructional facilitators are working with teachers in their areas of need as outlined in the teacher goal setting, administrative recommendation based on needs assessment as well as outside facilitators for ELL's.

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.

We have informed parents via the DOE parent notification letter and subsequent parent meeting.

**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 Ms. Maria Quail	District 10	Borough Bronx	School Number 045
School Name Thomas C. Giordano Middle School 45x			

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

Principal Ms. Annamaria V. Giordano	Assistant Principal Mrs. Noemi Alvarez
Coach type here	Coach type here
ESL Teacher Ms. Gordana Micovic	Guidance Counselor type here
Teacher/Subject Area Ms. Ramonita Torres - Bil. CB	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Leticia Julian
Related Service Provider Mr. C. Solis	Other Ms. Kellie Fitzgerald
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	978	Total Number of ELLs	175	ELLs as share of total student population (%)	17.89%
------------------------------------	------------	----------------------	------------	---	---------------

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. The identification process used at Middle School 45 to identify possible ELL students begins with the administration of the home language survey to parents in their native language at time of registration. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Micovic, ELL supervisor, Mrs. Noemi Alvarez or testing coordinator, Ms. Kellie Fitzgerald, of the parent and the student. If necessary DOE translators are used or staff members or parents that speak the native language of the student being registered. If such survey and or interview indicate that the student should be tested then the student is assessed using the LAB – R within the student's first 10 days. The determination to administer the LAB -R is reached based on the answers on the HLIS. The LAB - R is administered by our ESL teacher, Ms. Micovic. The results of this assessment will determine if the child is in need of required ELL services. If the student or student's family speak Spanish then the Spanish LAB is administered. The Spanish LAB is only given once in a student's academic experience. The parent is shown the video outlining the three language programs offered in New York City and the parent is given a parent choice document where the parent enters his preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parent is then informed of the types of placements offered at our school and the student is then placed accordingly. If the parent request a setting/program different from ones offered in our school building then the parent is informed of their rights to choice such program and the parent is advised that when we attain fifteen students in two or more consecutive grades whose parents request the same program than our school would look to open said program. Parent and students are also informed that the assessment tool used by our state is the NYSESLAT given annually to measure acquired second language and it is administered until the student reaches a proficiency level. The steps taken to ensure that all ELLs are evaluated by the annual NYSESLAT assessment are students are prepared and prep using predictives and simulated exams during the school year prior to the actual assessment. Then teachers, parents and students are informed of NYSESLAT assessment dates. Teachers receive a testing schedule prepared by Ms. Kelli Fitzgerald outlining all eligible students and testing dates and times. Prior to testing we cross reference a number of data sources such as our BESIS, ARIS and various ATS reports to ensure that all eligible students are assessed. Parents are notified annually of the progress of their children. Home Language Surveys are reviewed by Mrs. Alvarez to determine if assessment is needed. Mrs. Alvarez is the administrator of our ELL population. 2. During the registration process parents of students identified (through the HLIS, interview, etc) as possible English Language Learners are shown the video describing the three types of programs offered for English Language Learners. This year we have begun to use desktop computers to facilitate parents viewing the tape. In this way we can have multiple parents watching the video in their home language. This allows for the individual attention given to parents and does not cause one parent or earlier parent need to wait on parents arriving later in the day. Our ESL teacher Ms. Micovic prepares the parent and the computer to show the parents the video. Parents questions are answered regarding the types of programs as well as the type of programs for ELLs offered at MS 45. Parents are then advised of their rights to select program of their preference and of the programs offered at our school. Parents are given the program selection letter for parents to indicate their selection. Students are placed accordingly when the program selected is offered and available in our school and when a program is not available at our school the parent is advised of their right to request and look for the program of their choice. Our parent coordinator, Ms. Julian serves as a parent advocate to assist parents in receiving proper information and following systems in place to ensure their children receive their program of choice. If the parents' choice is not available we inform parent of such and we also explain that we would keep parents informed as to whether or not the placement becomes available. 3. Entitlement letters are

completed and presented to parents at time of registration after the student is assessed with the LAB-R and parents are requested to review and ask any questions with regards to the letter. Then parents are asked to sign and return letter the day of signing. The parent is provided with a copy of the entitlement letter. If a parent chose not to complete while present in our school a parent is informed of their right to return letter in a timely manner to the school in order to exercise their right of choice. The parent is informed that if the entitlement letter is not returned and on file in our school the program of service would then become the TBE setting. Parents are informed of this right and of the consequences of not following through with the expectation of returning letter to our school. In a few cases when parent does not return or sign and leave the letter of entitlement a copy is sent via mail to the student's home. Continuation letters are given by ESL provider for those students that are continuing with their placement and serves for ESL yearly. This is usually completed by the end of the first semester and when not possible we target the first Parent/Teacher conference as a date for distribution.

4. In order to ensure proper placement of our ELL students parents are informed of the programs available at our school and research data is discussed with parents informing them of the facts that indicate that English Language Learners attain higher success rates with regards to academic performance and graduation rates in Dual Language Programs and that research shows that following a Dual Language Program students attain greater achievement levels. The Traditional Bilingual Program is the next program choice where students attain greater academic achievement. Parents are also informed of the programs available in our school building but if their program selection is not available at our school parents are also informed of their rights to seek the program of their liking for their children even and including if that means that parent will search elsewhere for their preference. The law provides them with the choice to seek out the program of their liking and preference.

5. In the last three years approximately 50% of our parents have overwhelmingly selected a TBE program for their children. Fortunately up until last year we offered a TBE in Spanish at our school and the greater majority of our parents and students speak Spanish. This year our new arrivals and registration has decreased and most parents opt for freestanding ESL classes.

6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained							2	2	2					6
Push-In							1	2	2					5
Total	0	0	0	0	0	0	4	5	5	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	29
SIFE		ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	63

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	10		13	10		12	8		3	28
Dual Language										0
ESL	46			14						60
Total	56	0	13	24	0	12	8	0	3	88

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							10	13	6					29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	10	13	6	0	0	0	0	29

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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							14	24	19					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French							2	2						4

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	17	26	21	0	0	0	0	64

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. A. - Our instructional program is delivered in 45 minute period over 8 periods in an instructional day. Our 6th through 8th graders follow a departmentalized program where they receive instruction from content specialist. Our program follows the model of the state mandated minutes for ELA and ESL as well as NLA for our TBE programs. Students receive the mandated minutes of instruction in these contents. Our beginning level ELLS receive a total of 560 minutes of ESL and our intermediate level ELLS receive ESL for a total of 360 minutes per week. Our advanced level ELLS receive a total of 180 minutes weekly and 180 minutes in ELA. Our students enrolled in our GE TBE program and our Bilingual Special Education Students receive a total of 180 minutes in NLA. Our Our sixth graders both in GE and Special Education students are provided instruction by ESL certified teachers in order to comply with compliance mandates of BESIS. 6th graders in our ELL classes travel the entire day as a group from content to content provided by certified bilingual and ESL teachers. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. Our special needs 6th through 8th grade follow a TBE SE program. These three classes receive their mandated services of ELA, ESL and NLA from certified teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day. Our 7th and 8th graders are programmed to receive their ESL services in a

A. Programming and Scheduling Information

parallel program where they are grouped by L2 acquisition and years of service. The sixth grade receives their ESL in a whole group setting with the ESL teacher teaching them in one group. For the students in our general education setting other than our Ell academies the ESL teachers provide push in service generally in ELA but they also provide service in other content areas. Only two groups of pull out exist this year for students to receive ESL by the ESL teacher.

B - Our ELL students that are registered within the general education classes are provided with ESL services using a push-in model. Our ESL teachers schedule the mandated services of ESL pushing-in with other content teachers for the required 180 or 360 minutes depending on the students' proficiency level. In this model students do not miss their content area instruction and they have the support of an ESL specialist providing language development support and scaffolding to promote language and content achievement.

This school year (2011 -2012) our 7th and 8th grade ELLs are receiving the mandated services using a parallel program setting that allows for the students to be grouped across inter-grade levels using their proficiency levels to provided instruction according to L2 levels. One group provides services to beginners and intermediate students while second group provides services to the high level intermediate and advanced students. Our third group provides language acquisition services and instruction to the advanced /proficient group of students. We hope to have a greater impact on student achievement and performance using this parallel model of instruction for our 7th and 8th graders for the second year and this year we have also added one 7th/8th Special Needs group to the parallel.

2 – We have looked to fill vacancies for the ELL population by certified educators and we have strongly encouraged those teachers missing a bilingual extension or ESL certification to take the necessary steps to attain and achieve such certification. We have used our Highly Qualified funds to assist teachers in their continued education and certification. Last year we were very proud of five teachers taking the ESL content exam and succeeding in adding this to their current professional accomplishments. We also use the services of human resource department in our network and the UFT specialist to identify areas of compliance in terms of licensing. Our staff members working with the ELLs are trained through network workshops, BETAC workshops and in-house study groups that review and plan for the mandated minutes of instruction for ESL/ELA as well as the mandated NLA for our bilingual population. Our school programmer also implements the required minutes of instruction based on level of proficiency during programming. Our ESL provides that provide mandated services to those ELLs in the general population create their program according to the required number of minutes to serve the ELLs in these groups accordingly. In reviewing and examining their programs you would see that for some classes they are pushing in four times a week at 45 minute intervals in order to provide the mandated 180 minutes of study for those in the advanced level. You would also see double periods in their program that equals the 360 minutes of instruction mandated for the beginners and intermediate level students.

2A – Our TBE classes receive their math instruction in their native language for Spanish speakers, until the students have reached two years in an English language school or have attained advanced level of L2. As students' level of proficiency increase the minutes of instruction in English also increases following the mandates of CR Part 154. Students in our TBE programs receive a minimal of 180 minutes per week in their Native Language of Spanish and our beginners (newly arrived) receive up to a 450 minutes a week in their native language (Spanish). Students in our TBE programs receive daily instructional periods of Native Language Arts.

3. All instruction across content areas are delivered to our ELL students in our freestanding ESL classes in English. Native language support is provided where needed and available in small group during independent practice. Students in our TBE program design do receive their instruction in Math, Science and Social Students in their native Spanish language until they have attained proficiency in L2 at which point we follow the instructional model outlined in CR Part 154. In both of our settings for ELLs, freestanding and in TBE instruction is delivered using ESL strategies and techniques such as: the use of pictures, realia, small group instruction, RTI services, technology via smart board use, centos, tablets, computers, laptops, listening centers, level libraries in L1 and L2 and instruction is provided by trained ESL and Bilingual providers. Classroom resources include: computer programs such as AWARD, tape recorders and overhead projectors as well as dictionaries in English and L1/L2 dictionaries.

4. Our students are assessed in both native and second language. State exams translated into native language are used when available and when the language matches the language of instruction. For example our students have the opportunity to receive their state math exam in the native language of Spanish if desired and if the teacher does acknowledge and agree that the translated exam would best meet students' needs. For exams that are not available in translated format translators are hired to administer state exam with students in their native language. These services are scheduled as early as possible in the school year according to students native language and the services are paid for using funds from our budget that are designated for translation services. Our teachers assess our students formally and informally frequently in order to check for comprehension. We also use Ell predictives and receive the breakdown and data via ARIS. Simulated

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)
100%	Page 47
75%	
50%	
25%	

A. Programming and Scheduling Information

strategies according to students' level of proficiency. Instructional strategies include total physical activities such as acting out vocabulary or academic and social scenarios, the use of visuals in vocabulary development, the use of flash cards and pictures are all used to scaffold

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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan

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.
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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure

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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure comprehension of notification. Our Title III program provides for Spanish Native Language assistance and instruction in Math and other

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:	Spanish			
-------	---------	--	--	--

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.

Professional Development

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLs. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our ELL teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fairs in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honestly. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. Our AUSSIE consultant also provides training for ELL teachers and non-ELL teachers. This year we are also hiring a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions are offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners.

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?

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?

Parental Involvement

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents' needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. This year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing sessions allow the administrative team an insight to parent views and the opportunity to communicate our concerns, plans and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest, we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents' needs.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan

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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure

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 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure comprehension of notification. Our Title III program provides for Spanish Native Language assistance and instruction in Math and other

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLs. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our ELL teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fairs in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honestly. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. Our AUSSIE consultant also provides training for ELL teachers and non-ELL teachers. This year we are also hiring a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions are offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners.

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?

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?

Parental Involvement

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents’ needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. This year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing sessions allow the administrative team an insight to parent views and the opportunity to communicate our concerns, plans and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest, we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents’ needs.

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)							11	15	6					32
Intermediate(I)							18	21	20					59
Advanced (A)							24	25	23					72
Total	0	0	0	0	0	0	53	61	49	0	0	0	0	163

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	1	8				
	I							16	4	9				
	A							40	28	26				
	P							14	34	24				
READING/ WRITING	B							11	8	19				
	I							20	19	22				
	A							26	24	18				
	P							16	16	8				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	41	27	1	0	69
7	22	37	1	0	60
8	22	34	0	0	56
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	16		35	0	14	3	1	0	69
7	16	2	39		8	1	3	0	69
8	17		23	7	13	6	0	0	66
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	18	0	22	13	8	4	0	0	65
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	1		1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	11	4	4	0				
Chinese Reading Test								

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

1. 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.
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:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Data Findings

1 – Our school is using Running Records as our universal assessment. Running Records identify the Fountas and Pinnell level of reading comprehension for our students. Our students also participate in our DY0 assessments in ELA and Math. These assessments measure our students' achievement in areas and units of study as well as identify needs and next steps to provide interventions for our students to

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: Thomas C. Giordano MS 45x		School DBN: 10X045	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Annamaria V. Giordano	Principal		11/23/11
Mrs. Noemi Alvarez	Assistant Principal		11/23/11
Ms. Leticia Julian	Parent Coordinator		11/23/11
Ms. Gordana Micovic	ESL Teacher		11/23/11
	Parent		1/1/01
Ms. Ramonita Torres	Teacher/Subject Area		11/23/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mr. C. Solis	Other <u>Bil. Related Service</u>		11/23/11
Ms. Kellie Fitzgerald	Other <u>Testing Coordinator</u>		11/23/11
Mrs. Noemi Alvarez	Other <u>Assistant Principal</u>		11/23/11
Ms. Annamaria V. Giordano	Other <u>Principal</u>		11/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X045 **School Name:** Middle School 45

Cluster: 1 **Network:** 109

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 review of home language surveys and parent interviews have shown us the greatest need for translation in our school is for the Spanish language. Our school uses ATS and HLS forms to assess data that will provide us with appropriate and specific language needs. We provide written translations in Spanish since most of our parents speak Spanish. The office of English Language Learners provides translations in low incident languages as needed for our Ells. We conduct parental meetings and send newsletters in both English and Spanish to keep our parents informed of our school's activities and educational options. All school notices are provided in English and Spanish to accommodate the large majority of our parents. When notices come from the NYC DOE office and translations are provided in more than English and Spanish we are able to copy and provide parents with a translated notice in other languages. These findings are shared during parent meetings and through our School Leadership Team.

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.

Looking at data from various sources such as school report card and demographics as well as the ATS reports that document the language spoken at home or by the parents, we can see the languages of our students' home. This data along with meeting our community members formally and informally allow us to see the changing cultural influence and influx of our community. Our school is located in the Belmont section of the Bronx and most of our parents speak Spanish and English. We send letters to parents that are translated in Spanish. Our in-school staff which includes our parent coordinator and bilingual staff members provide the translation for our parents' written notices. When parent notices come from our chancellor's office translation copies are provided from that office. Whenever necessary and where our own in-school personnel cannot meet the needs we use the DOE's translation services to conduct in person, simultaneous landline, or other ways to provide our families with requested or needed information. Our school's written translation and oral interpretation needs are found on our School's Report Card.

Part B: Strategies and Activities

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

Our written translation services will be provided by our in-house bilingual parent coordinator, staff, assistant principal and principal.

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

Our oral interpretation needs are met by our bilingual school staff and parent coordinator as needed.

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>.

Our students are always provided with written translations of all documents and these documents can be obtained through our MS 45 parents room in is both in English and Spanish.

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: Thomas C. Giordano MS 45	DBN: 10X045
Cluster Leader: Rello Anselmi, Corinne	Network Leader: Ms. Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 6
of content area teachers: 2

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: Middle School 45 located in the Belmont area of the Bronx. We offer both transitional bilingual classes for our students with special needs and ESL classes for our students in grades sixth through eighth for our English Language Learners. We currently have approximately 200 ELLs in our building. Our school is divided into Academies and this year our former Bilingual/Bi-cultural Honors Academy and our ELL Academy have come together as one academy serving the vast majority of our ELL population.

Our Title III program is entitled ELL Academy and it will provide supplemental academic services for an after-school program consisting of seven (7) different groups that meet twice a week for an hour (1) totaling two hours per week. The after school services begin in November and run until the end of April totaling 42 sessions. Our targeted population is divided into seven (7) distinct groups with differentiated objectives and goals.

Group # 1 – New Arrivals Across All Grades -

This group consists of approximately 15 recent arrivals at the beginning level of L2 acquisition. This group is lead by a certified ESL teacher who uses ESL methodologies in this small group setting to develop students' language skills and build vocabulary. The students build vocabulary skills and overall communication skills. Students use puppet making, role play and other proven ESL strategies and techniques to develop language skills. Students' will use the Reluctant Readers Libraries and activities in Preparing for the NYSESLAT as well as teacher created and directed instructional materials and approach. Here we provide services for our new arrivals in a small group promoting language development by creating a risk-free environment for the students. Our first objective is to provide them with oral language skills that will allow them to communicate with each other and with the academic content they are experiencing here in middle school. Our second objective is to assist their transition and familiarity to our community.

In order to accomplish this objective these students will use one of the instructional days to conduct community walks and trips lead by their teacher. Parents will also be invited to participate in these adventures as the ability to travel one's community is essential to help form the bond with a community. During these visits students and parents will have the opportunity to inquiry and locate areas of interest and assistance such as the local libraries, the Belmont shopping district, the Bronx Zoo and Botanical Gardens can also be visited by these groups and activities can be planned in collaboration of students, parent and teacher.

We want to develop students' language skills and build vocabulary by following a strong literacy building and vocabulary building structure. One of the two days this group will work using the Preparing for the

Part B: Direct Instruction Supplemental Program Information

NYSESLAT students' workbooks and leveled instructional materials appropriate for students' language ability. The ESL teacher works on dialogs, read alouds and uses the listening center and other hands on interactions for these students. Headphones for use on the students' computers and or laptops will be used to support a variety of listening activities through news broadcast, targeted radio programs, as well as books on CD and other types of audio texts. Students will use this approach for responses to listening and a starting point for student creative dialog and oratory practice.

A close examination of our student population has demonstrated the need to provide supplemental support to our newly enrolled and beginning level students in order to have a defined impact on their academic progress and second language acquisition. This group will meet on Mondays and Wednesdays.

Group # 2- This group of students is from our 6th, 7th and 8th grade ELL classes. This group is a group of approximately 15 - 20 students who meet with a certified bilingual math teacher for a total of 42 sessions meeting twice weekly for 1 hour per session. This population of students comes from our ELL Academy in Day school named "El Mundo de Aurora." Formal and informal assessment as well as school-wide data has informed us of the need for these students within this category to improve on basic content skills due to their below grade level skills. In order to succeed in New York State Mathematical Curriculum and standards as well as the state exam they all face, they will work in small groups and individually with the teacher to identify academic needs and develop a plan of action to increase content ability with increased time on task and build basic skills to grade appropriate level. Questioning techniques entitled Problem Posing/Problem Solving Method used in math and developed with the use of a Math journal will be continued and build on during these sessions. The math teacher will plan out inquiry/mini projects to engage students in mathematical operations and thinking. These projects will involve students in conducting investigations, gathering data, organizing data and writing and presenting process and outcome. These investigations and the questioning and problem solving will enhance students ability to conduct mathematical activities that will then increase critical thinking, problem solving and writing skills. This group will meet on Mondays and Tuesdays.

Group # 3 – This is a group of approximately 25 students from across the grade levels and language acquisition levels working with a content specialist in Science who is also a certified bilingual teacher again twice a week for 1 hour totaling two hours weekly for 42 sessions. This group will work using project based learning activities used to promote content and language skills through the use of oral and written language using the four modalities of listening, speaking, reading and writing. The content teacher creates and works with this group of students by using a project based approach that includes the use of mathematical and science formulas while supporting the learning and instruction through the writing and reading comprehension component. This hands-on approach not only provides our students with a rigorous differentiated program it also allows our students to work on content rich projects that allow them to work and think independently as well as in small groups to create and design an idea or object. This work offers our students the opportunity to develop language skills that include speaking, listening, reading and writing skills. These are academic and social abilities and skills that are age appropriate and promote language skills. The skills that are sharpened through these activities will also assist our students' progress in the NYSESLAT assessment given yearly to all ELLs until they reach a proficient level on this assessment. Oral language skills and academic vocabulary is a natural ability that

Part B: Direct Instruction Supplemental Program Information

is fostered by working in this balance literacy approach to language development. Teachers model expectations of language through read alouds and modeling writing. This approach allows this group to build skills needed in preparation for ELA exam, and the four modalities of the NYSESLAT. This group meets on Mondays and Wednesdays.

Group # 4 - A fourth group meets with another bilingual math certified teacher again across grade levels providing differentiated assignments and activities to provide a more intense but inviting math program that will focus on bringing our bilingual and ESL students to grade level as well as provide attention to those newly arrived that are not showing previous academic success in mathematics. This program includes the development of academic language in the native language as well as in English but it allows students to continue their academic progress in their native language. In this way students can continue to demonstrate comprehension and ability and feel empowered by their first language ability. These students will also conduct mathematical investigations using mathematical skills and concepts. Investigations include collecting of data, organizing data and writing and presenting process and findings. We will incorporate celebrations and presentations from one math group to another in order to build greater students' interest and participation. This group meets on Mondays and Wednesdays.

Group # 5 - This group will provide ESL/ELA small group instruction for our ELL students that have reached the one year mark and will be expected to take the NYS ELA exam in April. Students will work on improving their writing skills in order to be able to respond to the short answer questions on the ELA exam. Data has shown that our students struggle while working in the writing component of the NYS ELA exam. This group will work on building the confidence to write efficient and cohesive responses during informal and formal assessment. Some of their activities will include re-writing the conclusion of story books, creating a dramatization of a story after a shared reading and creating dioramas of story books. An experienced certified ESL teacher will facilitate these activities with our students. This group meets on Mondays and Tuesdays.

Group # 6 - The sixth group will also work on ESL/ELA skills with our current ELL population and those recently attaining a proficient level on the NYSESLAT. Our third ESL teacher will build on tasks and activities using the CCLS to increase language development and students' performance in ELA. In this group our more advanced ELL students will work to continue their language acquisition, build on their academic language and vocabulary in order to perform at a higher level when facing the mandated formal assessments in ELA, Math, Science and NYSESLAT. This group meets on Mondays and Wednesdays.

Group # 7 - Last year our school participated in the National Spanish Spelling Bee for the first time in the history of our school. Two certified bilingual teachers coached a group of approximately 30 participants from our school. The students included recent arrivals and ELL students from our bilingual/bi-cultural honors academy. Students were from our three grade levels of the 6th through the 8th grade. We held a school based spelling bee to select our finalist and our finalist, an 8th grade female student went on to compete in the National competition. This collaboration increased school spirit and it also increased the opportunity for students to feel proud of their bilingual abilities and talents. This experience proved to be a rich opportunity to share our accomplishments throughout our school-wide community and we would like to once again continue preparing our students and increasing their L1 skills and abilities. Research shows the definite co-relation to L1 leading to increased performance and acquisition of L2. This group will meet on Wednesdays.

Part C: Professional Development

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: This year our professional development will be offered by a consultant from BETAC, Ms. Jane Pers who began working last school year with our teachers of ELLs. This year 10 sessions were purchased by school-wide funds and will be completed from October 2011 through January 2012. Six sessions of professional development will be purchased from this year's Title III funds from AUSSIE to work with the content teachers of our ELL students. The AUSSIE consultant is Ms. Berit Gordon. These six sessions will prove to be especially beneficial to our new teachers facing a population of English Language Learners. These sessions will teach and assist content teachers in the use of ESL strategies that provide scaffolding and promote language acquisition. Teachers will learn how to support vocabulary building with the use of visuals, authentic assessment while checking for students understanding. Our AUSSIE consultant will shadow our content teachers in their classrooms, model the use of effective strategies and plan with our teachers to improve pedagogy skills from planning to assessment. These six full day sessions will be a valuable asset to our students, teachers and school-wide community. Using this Aussie consultant will assist ELL supervisor in identifying best practices and improving delivery of instruction. This training and increase awareness will allow ELL supervisor, Mrs. Noemi Alvarez to continue the work during the afterschool program with the afterschool ELL Academy Program. ESL and Bilingual teachers will be the main target as well as ELA teachers as ESL strategies have been proven as effective strategies in all classrooms. The state has identified our ELL population as a target group due to the fact that we did not meet AYP therefore our after school Title III program's work with our AUSSIE consultant and our students will address this area in need of improvement. The dates will be January 4, 2012, January 25, 2012, February 9, 2012, February 28, 2012, March 7, 2012 and March 14, 2012.

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 parental engagement activities this year will be provided by LEAP and their services were purchased by our school's CBO Career Visions Program. LEAP will provide 10 workshops for our parents and each workshop will be provided by the same bilingual facilitator in order to develop the working relationship with our parents. The workshops are scheduled to run from September through June at the rate of one workshop per month. The topics include arts and craft activities consisting of scrapbook pages, soap making, spring flower hair accessory, etc. The other parental workshops will be given by our bilingual parent coordinator and administration around discipline, school policies, academic support services and informational and familiarity sessions. These sessions will be addressing educational areas including promotional criteria, expectations of formal state assessments

Part D: Parental Engagement Activities

and how to assist our students with the stress of assessments. Our administration and parent coordinator will address issues such as bullying, high school selection process and career opportunities for our parents. Last but not least our parents will be invited and encouraged to join our recent arrivals and ESL provider on our community walks and visits. This will allow the parents to also increase their awareness of community resources and increase their language skills alongside our students and their children. The dates of the workshops have been on 10/18/11;11/15/11;11/22/11;11/30/11;12/15/11;12/19/11;01/12/12;01/24/12;02/07/12; 02/14/12;and the others will take place on 03/06/12, 03/13/12, 03/27/12, 04/03/12, 05/22/12, 06/12/12 and 06/21/12.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		