



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ISOBEL ROONEY MIDDLE SCHOOL 80

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10/BX/10X080

PRINCIPAL: LOVEY MAZIQUE-RIVERA **EMAIL:** LMAZIKU@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENEDEZ / SABRINA KING (EPO)

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
Lovey Mazique-Rivera	*Principal or Designee	
Timothy Feimer	*UFT Chapter Leader or Designee	
Cecilia Donovan	*PA/PTA President or Designated Co-President	
Miriam Alejandro	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Arlene Ifill	Member/Teacher	
Christopher Nielsen	Member/Teacher	
Joan Hoffman	Member/Teacher	
Veronica DeJesus	Member/Parent	
Sulerma Diaz	Member/Parent	
	Member/	

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 Increase Math Performance

- By April 2012, we will increase the percentage of students in all student categories who scored a level 3 or above on the state math exams by 10%.
- By April 2012, we will decrease the percentage of students in all student categories who scored a level 1 on the state math exams by 10%.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that last school year there was a decrease in performance in all student groups. As a result we have revisited the math curriculum to ensure that it is Pre-April and the alignment with common core standards in math. It was determined that teachers would benefit from working collaboratively during afterschool sessions to design rigorous engaging lessons to meet the need of all students.

Instructional strategies/activities

Activity #1: (Creating effective units of study that encompass before and after school programs)

- Curriculum Maps in the 6th, 7th and 8th grades will be revised and aligned with the new common core curriculum.
- All Pre April Standards will be taught before NYS exams.
- New York Ready Level Assessment will be used as a baseline and midline.
- Use of Menus to differentiate instruction (Ongoing)
- Mastery of Progress Indicators-recording of all standards mastered and re-teaching non-mastery standards
In assessment binder tracking sheet with an emphasis on differentiated instruction based on the needs of students (Sept 2011 and ongoing based on needs of students)
- Creation of smaller sub-groups through implementation of Math Clinic (November 2011 – April 2012).
- Computer lab is being used for differentiated instruction using Study Island and a variety of websites. The lab teachers are coordinating with the Math Coaches.
- SES programs (school-wide): Saturday Academy
- Staff members involved: Math Coach/Master Teacher, Asst. Principal, Math Teachers, Educational Assts and Computer teacher.

Activity # 2: (Improving teaching practice & learning best practices)

- PD on structure of the lesson, Acuity and Data-links reports (ongoing)
- PD on using Data to Drive Instruction (September 2011-ongoing)
- PD on Mastery of Performance Indicators Tracking (September 2011- ongoing)
- PD on Differentiating Instruction, Learning Styles and Blooms Taxonomy/ Costa's level of questioning (Ongoing)
- PD on The Components of the Lesson: Flow of the Day (Ongoing)
- PD on the use of Menus to differentiate instruction (Ongoing)
- PD on Concrete Models and their benefits: the use of manipulatives (Ongoing)
- PD on using your room and blackboard effectively (Sept 2011-ongoing)
- PD on Spiraling Techniques in teaching (Ongoing)
- The Homework Dilemma (Nov.2011)
- PD on Classroom Management (Ongoing)
- PD on the use of ARIS and Tracking Sheets to inform instruction (Ongoing)
- Videotaping teacher lesson's as PD (Ongoing)
- PD meeting on implementing a weekly instructional plan overview created by teams of teachers per grade (ongoing)
- PD on creating uniformed in-house assessments per grade
- Staff Members responsible: Math Coach/ Master Teacher, EPO Science/Math Coach, Asst. Principal and Math Teachers, Computer Teacher.

Strategies to increase parental involvement

- Monthly parent calendar highlights the unit of study in each grade. The math coach will conduct parent workshops on the current unit of study. We invited all parents to experience the different subject matters during our curriculum night.

Strategies for attracting Highly Qualified Teachers (HQT)

- The administrative staff will regularly attend hiring fairs to identify and recruit highly qualified math teachers. The administrative team works in partnership with several educational programs in NY City Universities to recruit highly effective math teachers. Mentors/Coaches are assigned to support struggling and unqualified teachers.

Service and program coordination

- Through the SIG grant, we have partnered with Morning Side Center who trained our teachers on using the social emotional adolescent aspects within their teaching.
- Coordination of the 37 ½ minutes and have triangulated it with the Saturday and SES programs to ensure that the individual student needs are being addressed.

Budget and resources alignment

- FSF Title I SWP, SIG, Title III, NYSTL
- FSF – Teacher salaries , Math Assistant Principal salary
- SIG – Math coach/ Master Teacher, Consultant, Ten teachers for 18 sessions @ 3 hours per week
- Title I SWP—Teacher salaries and materials
- Title III- Teacher per session (1 teacher for 18 weeks @ 3 hours per week)
- NYSTL—Purchasing of Math Text books

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 Increase Science Performance

- By May 2012, we will increase the percentage of students in all student categories who scored a level 3 or above on the 8th grade state science exam by 5%.
- By May 2012, we will decrease the percentage of students in all student categories who scored a level 1 on the 8th grade state science exam by 5%.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that last school year all student groups showed an increase. Last year was the first year that the school met AYP in Science in every student category. Based on the findings the Science Department will be utilizing some of the ELA common core standards to strengthen the units of study. It was also determined that teachers would benefit from working collaboratively during afterschool sessions to design rigorous engaging lessons and hands on experiments to meet the need of all students.

Instructional strategies/activities

Activity # 1:

- Teachers have revisited the curriculum and made revisions to better serve our students by including more rigorous activities and higher level questions. There have also been strategies incorporated to meet the needs of our ELL's, SWD and honor level students.
- This year we have a turnaround teacher/coach specifically for science to help support teachers with instruction/pedagogy.
- Teachers meet weekly during and after school session to create lesson plans aligned with the NYS and common core standards to engage all learners. Teachers also create rubrics to review student work via portfolios.
- Teachers work collaboratively to design hands on experiments that will stimulate higher order thinking.
- This work will continue throughout the entire school year.

Activity #2:

- Teachers are learning how to utilize the inquiry method to design rigorous lessons and labs.
- PD on structure of the lesson, Acuity and Data-links reports (ongoing)
- PD on using Data to Drive Instruction (September 2011-ongoing)
- PD on Mastery Check Indicators Tracking (September 2011- ongoing)
- PD on Differentiating Instruction, Learning Styles and Blooms Taxonomy/Costa's Level of questioning (Ongoing)
- PD on the Components of the Lesson: Flow of the Day (Ongoing)
- PD on the use of Menus to differentiate instruction (Ongoing)
- PD on Concrete Models and their benefits: the use of creating hands on experiments(Ongoing)
- PD on Spiraling Techniques in teaching (Ongoing)
- PD on Classroom Management (Ongoing)
- PD on the use of ARIS and Tracking Sheets to inform instruction (Ongoing)
- Videotaping teacher lesson's as PD (Ongoing)
- Staff Members responsible: Science Coach/ Turn around Teacher, EPO Science/Math Coach, Asst. Principal and Science Teachers.

Strategies to increase parental involvement

- We invited parents to our curriculum night where they will be informed of what their children will be learning throughout the course of the school year.
- We will create Science night – students and parents will come to an afterschool/Saturday session where we will have lab experiments in which all parties can participate in.
- We will hold a school wide science fair where families can come to see what their children have created.

- Night at the museum—families will be offered vouchers to attend the Museum of Natural History for family night.
- Mobile Museum—we will have the Museum of Natural History send a mobile bus with different stations related to science for students and parents to enjoy in front of MS 80.

Strategies for attracting Highly Qualified Teachers (HQT)

- The administrative staff will regularly attend hiring fairs to identify and recruit highly qualified Science teachers. The administrative team works in partnership with several educational programs in City Universities to recruit highly effective Science Teachers. Mentors/Coaches are assigned to support struggling and unqualified teachers

Service and program coordination

- Through the SIG grant, we have partnered with Morning Side Center who trained our teachers on using the social emotional adolescent aspects within their teaching.
- After the ELA & Math exam, a coordination of the 37 ½ minutes and the Saturday programs will be implemented with a focus on Science to ensure that the individual student needs are being addressed.

Budget and resources alignment

- FSF Title I SWP, SIG, Title III, NYSTL
- FSF – Teacher salaries , Science Assistant Principal salary
- SIG – Science coach/ Turn around Teacher, Consultant, Three teachers @ 10 sessions for the Saturday Science Academy
- Title I SWP—Teacher salaries and materials

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 Increase ELA Performance

- By April 2012, we will increase the percentage of students in all student categories who scored a level 3 or above on the state ELA exams by 10%.
- By April 2012, we will decrease the percentage of students in all student categories who scored a level 1 on the state ELA exams by 10%.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that for the past three years, there has been a decrease in performance in all student groups. As a result we have revisited the ELA curriculum to ensure that it is in alignment with common core standards in ELA. It was determined that teachers would benefit from working collaboratively during afterschool sessions to design rigorous engaging lessons to meet the need of all students. In addition, teachers will receive coaching support in the classrooms to begin implementing best practices with their students. Furthermore, teachers attended professional development during the summer and fall of 2011 which were facilitated by West Ed, Touro College and the Windward Institute (additional sessions are to be planned for the winter 2011). These sessions focused on scaffolding, integrating writing across the curriculum and utilizing strategies for middle school students who are emerging readers. Special education teachers will continue to attend sessions utilizing strategies on the modification of cognition.

Instructional strategies/activities

Activity # 1 (Practices in the classroom)

- Teachers will focus on oral language development
- Develop familiarity with cultural backgrounds of students
- Provide decoding and encoding instruction
- Provide experiences where language is greatly contextualized, field trips, role playing
- Shared reading, read alouds, books on tape
- Modeled /Guided writing
- Reading Workshop
- Writing integrated across all curriculums
- Guided reading
- Reduce size classrooms. 12-1-1 for students whose IEP calls for reduced class size by utilizing Read 180 specialist.

- AIS services for specifically targeted students', Saturday, Academy and 37.5 extended morning services.
- Use of adapted reader and specialized text (Elements of Literature)
- Social, psychological and speech services provided by an in-school social worker, psychologist, speech teacher and an onsite mental health clinic.
- Staff members responsible: Reading/Writing ELA Coach, EPO Coach, ELA Teachers and Assistant Principal.

Activity #2 (Professional Development)

- Study groups-based on professional literature and research(Looking at student work)
- PD on using in house data to drive and inform instruction in the classroom (Ongoing)
- PD on using a variety of reading strategies in the classroom (Ongoing)
- PD on guided reading practices
- PD on incorporating vocabulary into the lesson.
- PD on conferring
- PD on writing strategies PD on creating uniformed in-house assessments per grade
- PD on creating rigorous questions

- Reading/Writing Coach and EPO ELA coach customize on site modeling, conferring, observations and feedback

Strategies to increase parental involvement

- Monthly parent calendar highlights the unit of study in each grade. The ELA coach will conduct parent workshops on the current unit of study. We invited all parents to experience the different subject matters during our curriculum night.

Strategies for attracting Highly Qualified Teachers (HQT)

- The administrative staff will regularly attend hiring fairs to identify and recruit highly qualified ELA teachers. The administrative team works in partnership with several educational programs in New York City Universities to recruit highly effective ELA Teachers. Mentors/Coaches are assigned to support struggling and unqualified teachers.

Service and program coordination

- Through the SIG grant, we have partnered with Morning Side Center who trained our teachers on using the social emotional adolescent aspects within their teaching.
- Coordination of the 37 ½ minutes and have triangulated it with the Saturday and SES programs to ensure that the individual student needs are being addressed.

Budget and resources alignment

- FSF Title I SWP, SIG, Title III, NYSTL
- FSF – Teacher salaries , ELA/Social Studies Assistant Principal salary
- Title I SWP—Teacher salaries and materials, ELA coach
- SIG—Ten teachers for 18 sessions @ 3 hours per week
- Title III- Teacher per session (1 teacher for 18 weeks @ 3 hours per week)
- NYSTL—Purchasing of ELA Text books

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 Increase Teacher Effectiveness

- By June 2012, at least 50% of questions posed by every teacher during classroom instruction will be above Bloom's/Costa Level 1.

Comprehensive needs assessment

- Based on the findings from the JIT review, 2010 & 2011 Quality Reviews, our CFN and EPO walkthroughs, there was significant evidence indicating that low inference teaching is occurring in the majority of the classrooms. The school wide leadership team met with the EPO to design a plan of action to foster a new way of utilizing questions to add rigor to the instruction. The creation of the collaborative inquiry team reviews student work, conducts walkthroughs and share out with the different teacher constituents. In addition another team was formed in which teams of content area teachers and administrators are working with the EPO on deepening our understanding of creating effective questions that will lead to more rigorous instruction.

Instructional strategies/activities

Activity # 1 (Professional Development)

- EPO training on using rigorous questions twice a month
- Content teams designing lessons by grade and student category
- Looking at student work
- ARIS video modules
- Videotaping teacher lesson's as PD (Ongoing)

Strategies to increase parental involvement

- Monthly parent calendar highlights the reading strategy focus. During the month ELA and Math workshops parents will be exposed to the different styles of questions used within the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- The administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers. The administrative team works in partnership with several educational programs in City Universities to recruit highly effective teachers. Mentors/Coaches are assigned to support struggling and unqualified teachers.

Service and program coordination

- Through the SIG grant, we have partnered with Morning Side Center who trained our teachers on using the social emotional adolescent aspects within their teaching. The Assistant Principals and Coaches coordinate teacher team meetings to review the quality of lesson design and student engagement activities being generated.

Budget and resources alignment

- SIG—Twenty one to Twenty eight teachers meeting weekly for two hours until the end of April 2012.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	125	117	-	-	15	2	8	n/a
7	129	123	-	-	1	1	8	n/a

8	160	134	160	160	5	1	8	n/a
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	Targeted students will be served by a Read 180 specialist and the ACHIEVE 3000 program. Both programs will track student progress and move students accordingly. Teachers will use at least 4 content literacy strategies to help students improve reading. ELA Coach and EPO Coach will meet with teachers. Additional targeted reading instruction will be expanded. Student progress will be assessed to help refine school's use of effective practices. Saturday classes and after school programs will be used to support student progress.
Mathematics	After School AIS to service groups with a focus on specific needs of students (Ongoing) SES Weekday and Saturday Academy to target Levels 1 and 2 students based on specific performance indicators (November 2011-April 2012) Creation of smaller sub-groups through implementation of Math/Reading Clinic (Jan. 2012-April 2012). Staff members involved: Math Coach/Master Teacher, EPO Math Coach, Math teachers and Assistant Principal
Science	Students will receive tutoring services in our Saturday Science Academy. The academy for science will focus on building content knowledge as well as reinforcing skills and strategies in science. This area is also addressed in the ELA Access Science. We include but are not limited to: student records, report cards grades, classroom participation, diagnostic assessment, teacher/counselor/social worker recommendations, parent referrals, and student projects or tests of demonstrated technical quality.

Social Studies	After school programs will be available to support students in a small group delivery. We will promote collaboration between the literacy and social studies departments in order to plan lessons that integrate reading and writing strategies into the social studies content area.
At-risk Services provided by the Guidance Counselor	All level 1 and 2 students are offered interventions that address barriers to student progress through counseling and attendance monitoring along with parent involvement.
At-risk Services provided by the School Psychologist	Students are referred for testing to address barriers to student progress. Teacher, parent and counselor intervention offer a team involvement.
At-risk Services provided by the Social Worker	All students are offered interventions that address barriers to student progress. Social Worker addresses family or other interventions necessary to ensure students are able to address issues interfering in school progress. Our social worker intern works with students of at risk students to promote a healthier aspect towards learning.
At-risk Health-related Services	Will be available on an as needed service or as a service specified on an IEP

**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.

Title I Parent Involvement Policy and Parent-School Compact for
Isobel Rooney Middle School 80

Section I: Title I Parent Involvement Policy

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, Isobel Rooney Middle School 80 *[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. Isobel Rooney Middle School 80'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 Advisory Council, as trained volunteers and welcomed members of our school community. Isobel Rooney Middle School 80 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;

Isobel Rooney Middle School 80'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 Isobel Rooney Middle School 80 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, Isobel Rooney Middle School 80 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

Isobel Rooney Middle School 80 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

Section II: School-Parent Compact

Isobel Rooney Middle School 80, *[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. PS/MS/HS XX staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and

- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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 with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- 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;

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Executive Board on October 27, 2011.

This Parent Involvement Policy was updated on October 14, 2011.

The final version of this document will be distributed to the school community on November 3, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

The 10 percent Title I funds were use towards hiring a highly qualified fulltime ELA coach to ensure that the ELA department had support personnel to ensure that the team deepen their understanding of instructional pedagogy and work along with the team in the classrooms to ensure that good practice was being implemented and modeled.

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

At Middle school 80 we have seven teachers who have been identified for mentoring. We have selected experienced teachers who work as instructional coaches to mentor our new teachers. We are new using the new teacher effectiveness system to guide the program of activities that we have planned to support our new teachers. Our new teachers began the school year by participating along with their mentors and all other staff attending, in a 4-day summer institute (2 in school and 2 outside training) as part of an entry plan. During these two days they experienced workshops that focused on adolescent development, a critical learning to enable them to work with our middle school students; understanding the curricular units of study and how to use them to plan effective lessons; how to manage your classroom for effectiveness; ESL and Special Education strategies; classroom management techniques and time was given to these teachers, along with their mentors set up their classrooms. Our new teachers are also members of an academy and a subject area department. In these configurations, they are members of teams and meet weekly to plan and discuss instructional issues. Many of these meetings are conducted by the coaches who are their mentors. These meetings allow for rich conversations and help the new teachers develop collegial relationships.

As stated earlier in this document at MS 80 we believe that we are all life long learners and we encourage our new teachers to also participate in study groups. This year we are focusing on four books: Literacy Instruction for English Language Learners written by Nancy Cloud and Teach like a Champion written by Doug Lemov. This year with the assistance of our EPO, we will have the EPO coaches scheduling inter-visitations for teachers both inside and outside of the school to observe best practices for Gifted, ELL and CTT classrooms. Teachers are encouraged to pair off and be critical friends and share best practices.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

First the parents are informed of the school's data and the findings of the quality review through the School Leadership team. The principal also meets regularly with the parent association executive board to discuss the data and what supports we can use from our parent. From this meeting the parents and the principal decide on dates to share the information at the monthly parent meeting.

In addition, the letters are also sent out to all parents and are translated into the six different languages that are parents speak. The letters are also posted on the parent coordinator's bulletin board. The parent coordinator also has extra copies of the letter that she disseminates to parents as they come to the school. A message is also sent out on the school phone master message system to alert parents that they should asked their child for a letter that is sent from the school. The reminder of the letter also appears on the parent monthly calendar. On the second floor across from the Principal's office there is a bulletin board that gives a visual representation of student growth in student attendance and the predictive and ITAs.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader -	District 10	Borough Bronx	School Number 080
School Name Isobel Rooney			

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

Principal Ms. Lovey Mazique-Rivera	Assistant Principal L. Mercedes/ R. Irizarry
Coach Ms. G. Rose, Literacy	Coach Mr. B. Gonzalez, Math
ESL Teacher Mr. Y. Grossman, ESL	Guidance Counselor Ms. C. Rodriguez
Teacher/Subject Area Ms. S. Santiago, NLA	Parent Ms. C. Donovan
Teacher/Subject Area Ms. C. De Los Santos, Math	Parent Coordinator Ms. M. Alejandro
Related Service Provider Ms. Okoye	Other
Network Leader Mr. Bob Cohen	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	662	Total Number of ELLs	207	ELLs as share of total student population (%)	31.27%
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Part II: ELL Identification Process

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

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

1. At MS 80 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. Upon completion of the HLIS, such pedagogues initiate an informal oral interview in English and in the native language (when possible). Depending on these findings, the eligible students will be administered the LAB-R within the first ten days of their initial enrollment.

Cut scores on LAB-R determine service eligibility for new entrants. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

2. In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation workshops during the intake process. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents must view the NYC language program video in their native language, meet with our ESL teacher to discuss concerns, and complete a Home Language Survey. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to register their children with the program of choice. All Program Selection Forms are completed during the interview with the ESL teacher and therefore this form is on file for all ELL students. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

3. Our school ensures that Entitlement Letters and Parent Survey and Program Selection forms are completed at the time of intake. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.

4. Once a student has been identified as an ELL, the parents enter into a consultation with the pedagogue in their native language. At this consultation, the parent reviews the three program choices with the pedagogue, views the video, and is given the opportunity to ask any questions and address concerns with the pedagogue and parent coordinator.

5. After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore the majority of our parents are choosing monolingual classes with ESL services.

6. The program models provided at our school are all aligned with parent requests.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							0	0	0					0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	107	Special Education	39
SIFE	62	ELLs receiving service 4-6 years	47	Long-Term (completed 6 years)	21

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	48	36	0	1	0	0	0	0	0	49
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	59	22	0	46	4	0	21	0	0	126
Total	107	58	0	47	4	0	21	0	0	175

Number of ELLs in a TBE program who are in alternate placement:

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							35	45	54					134
Chinese							0	1	0					1
Russian							0	0	0					0
Bengali							8	6	9					23
Urdu							0	0	1					1
Arabic							3	3	2					8
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	1	3					4
Yiddish							0	0	0					0
Other							0	1	3					4
TOTAL	0	0	0	0	0	0	46	57	72	0	0	0	0	175

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	21	19					59
Chinese							0	1	0					1
Russian							0	0	0					0
Bengali							8	6	9					23
Urdu							0	0	1					1
Arabic							3	3	2					8
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	1	3					4
Other							0	1	3					4
TOTAL	0	0	0	0	0	0	30	33	37	0	0	0	0	100

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, writing, and writing in English. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their

history and culture. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support.

Our main objectives are to:

- provide grade level academic work in the student's native language to develop conceptual understanding and learning
- provide strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- attain English Language proficiency within three years
- develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Self Contained Model: licensed ESL teachers provide instruction in English using ESL methodologies.
2. Mainstreamed Model: ESL students who are placed in regular monolingual classes due to capping would be mainstreamed into an ESL self-contained class to ensure language development. The instructional unit blocks that they will receive would be determined by the student language proficiency level.

2. During the course of the day, the students will receive the mandated ESL minutes from the bilingual classroom teacher. Students who

A. Programming and Scheduling Information

scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in ESL classes will be given their mandated minutes of ESL instruction by a ESL teacher. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies and language acquisition programs such as Achieve 3000 and Read 180.

3. To develop content understanding we are using grade specific textbooks: Glenco in Science, Impact and Holts in mathematics (Are you not using a new text book in Math?) and in Social Studies. All instructional resources selected will help improve our ELL students' skills through content rich curriculum and by incorporating the New York State and Common Core Standards into their work.

4. Bilingual and ESL teachers review the overall findings of the ELE exam and the findings from the NYSLEAT and grouped their students accordingly. The Bilingual units of study are in alignment with the monolingual units. The unit tests and quizzes are translated to ensure that our Bilingual students receive the identical rigorous formatted questions to answer. Teachers also confer with their students to determine movement in native language proficiency. For all students, ongoing assessments of students in academic content areas as well as language development inform teaching and learning. Content-area learning and simultaneous language development should aim to meet programmatic goals.

5. Certain ELL populations in the school are in need of more specific and skill based instruction. These groups include: SIFE students, newcomers, 4-6 years ELLs, and Long term ELLs. In order to provide additional support for these groups, we will offer the following Academic Interventions:

- Failure Free
 - Bell
 - After-School Program
 - Saturday Program
 - Drama
 - 37.5 minutes small group instruction
 - Summer School
 - Guided Math
 - Guided Reading
 - Related services as per IEP, if applicable
- Licensed ESL teacher working in classroom with ELA teacher

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and SIG and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and build their [BICS] basic interpersonal communication skills. All of our bilingual and ESL classrooms are equipped with listening centers.

6. Teachers of ELL-SWDs use the following instructional strategies and grade level materials to provide access to academic content areas and accelerate English language development:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation

A. Programming and Scheduling Information

- Meta-cognition

7. In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school uses circular, instructional, and scheduling flexibility in the following manner. Special Education ELLs will receive mandated ESL services based on their IEP's. They

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%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, NYS Math, and Science, and teacher observations throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our targeted intervention programs to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization

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. By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, NYS Math, and Science, and teacher observations throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our targeted intervention programs to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Achieve 3000 and Read 180 Programs. These programs provide a comprehensive, research-based instruction which is aligned to the NYS Standards. These programs provide multi-level teaching strategies, multi-level materials, and multi-level assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

- Drama
- Failure Free
- Bell
- Lyrical Minded
- SETTS (selected students with IEPs)

9. In order to provide transitional support for former ELLs within the first two years, we will invite them to attend the same after school programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from the ESL teacher. ESL/Bil teachers, AIS and related service provider teachers have ongoing articulation to monitor the progress of students throughout the school year. In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years.

10. After analyzing our NYSESLAT, ELA, and Math Data, we concluded that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the supplemental services of Failure Free and Bell to provide additional linguistic support.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their reading, writing and mathematic skills. Our related service teacher provides small group instruction to our Special Education ELL Students using grade appropriate and standard based materials. She provides services to students who are experiencing reading difficulties.

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. By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, NYS Math, and Science, and teacher observations throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our targeted intervention programs to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Achieve 3000 and Read 180 Programs. These programs provide a comprehensive, research-based instruction which is aligned to the NYS Standards. These programs provide multi-level teaching strategies, multi-level materials, and multi-level assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

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

	Beginning	Intermediate	Advanced
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)?		
n/a			

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

D. Professional Development and Support for School Staff			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
1.	<p>Our ESL teachers and our bilingual teachers attend B.E.T.A.C.@ Forham University, AED, and Children's First Network workshops to enhance their pedagogical instructional skills. The ESL teachers then turn key pertinent information to the rest of the school staff during school based PD and Lunch and Learn Professional Development sessions. Our teachers participate in grade level meetings with the ESL and Bilingual teachers where ELL strategies are discussed and shared.</p>		
2.	<p>The parent coordinator reaches out to the local high schools to set up parent orientationS. At these orientations, parents become familiar with high school expectations and procedures. In addition, the school hosts specil meetings for for parents and the bilingual guidance couselfors and high school recruiters.</p>		
3.	<p>All new school staff are provided a minimum of 7.5 hours of ELL training as per the "Jose P consent decree." This professional development includes:</p> <ul style="list-style-type: none"> • What is the Jose P. consent decree? • CR Part 154 • Extension of Services • Language Allocation Policy • How is an ELL student identified? • ELL Programs <ul style="list-style-type: none"> -Dual -Bilingual -ESL • Testing <ul style="list-style-type: none"> -LAB-R -NYSESLAT -Accomodations • Data/Data Interpretation • How do we distinguish between a disability and language acquisition? • Stages of Language Acquisition • Strategies to teach ELLs <ul style="list-style-type: none"> -BICS -CALP 		

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%	

E. Parental Involvement

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

1. We encourage all parents to be highly involved in the education of their children. Our parent coordinator schedules one-on-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to attend curriculum night, celebrations, parent events, and workshops throughout the school year. For example, before testing time, parents are invited to attend a testing workshop with the administrative team. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent news letter.

2. Our parent coordinator reaches out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, GED, ESL classes. This year, through the 21st Century grant, Lehman College will be working with our parents to enhance and develop new workshops and events to engage parents in the life of the school.

3. We evaluate the needs of our parents through the school's learning environment survey results, one on one conversations, parent meeting discussions, and other surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

4. We review parent surveys as well as the school's learning environment survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

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.
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- Modeling
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- Contextualization

B. Programming and Scheduling Information--Continued

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Additional Information

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Paste additional information here

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)?
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n/a

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.

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2. The parent coordinator reaches out to the local high schools to set up parent orientationS. At these orientations, parents become familiar with high school expectations and procedures. In addition, the school hosts specil meetings for for parents and the bilingual guidance coueslors and high school recruiters.

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- How is an ELL student identified?
- ELL Programs
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 - Bilingual
 - ESL
- Testing
 - LAB-R
 - NYSESLAT
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	21	15					51
Intermediate(I)							14	22	32					68
Advanced (A)							16	11	21					48
Total	0	0	0	0	0	0	45	54	68	0	0	0	0	167

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							24	18	31				
	P							12	20	22				
READING/ WRITING	B							14	22	31				
	I							16	11	22				
	A							14	21	13				
	P							1	0	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	16	2		39
7	27	29	1		57
8	17	33	1		51
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	11	3	26	8	0	6	4	0	58
7	7	11	14	8	9	3	0	0	52
8	12	7	18	32	9	3	0	0	81
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	3	0	15	2	26	9	1	1	57
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	1		1	
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	21	16	17	8				
Chinese Reading Test								

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

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

1. Our school uses A-Z Reading and Rigby to assess literacy skills of all our students including our ELLs. Our data indicates, that our ELL students are struggling readers performing 2 to 4 years below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school has partnered with AED and B.E.T.A.C.@FORDHAM UNIVERSITY to provide professional development to our teachers in an effort to help the teachers better meet the individual needs of the students.

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: Isobel Rooney

School DBN: 10X080

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Lovey Mazique-Rivera	Principal		1/1/01
Ms. Leanna Merceces	Assistant Principal		1/1/01
Ms. M. Alejandro	Parent Coordinator		1/1/01
Mr. Y. Grossman	ESL Teacher		1/1/01
Ms. C. Donovan	Parent		1/1/01
Ms. S. Santiago, NLA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Rose, Literacy	Coach		1/1/01
Mr. B. Gonzalez	Coach		1/1/01
Ms. C. Rodriguez	Guidance Counselor		1/1/01
Mr. Bob Cohen	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X080 **School Name:** Isobel Rooney Middle School 80

Cluster: 01 **Network:** 104

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.

- The following set of data were utilized to determine parents' preferred language of communication:
 - o Home language survey
 - o School report card data
 - o Parent surveys
 - o Oral translation requests for parent association meetings and parent teacher conferences

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

- The local community's makeup is multi-lingual and multi-cultural. We are a local zone, neighborhood school, which serves this community. As a result, all communication with parents and community residents, notices, memorandums and other parent information are provided in Spanish, Bangladesh, French and Albanian as well as English. Again this year we would like to hire parents to translate our letters into Arabic and the DOE translation unit assists us in finding translators to meet our oral itnerpretation needs.
- These findings were reported to the school community via the following:
 - o School leadership team meetings
 - o Monthly calendar
 - o Parent coordinator workshops or meetings

- o Parents Association meetings
- o Parent memos

- An oral translator is provided at all of the above-mentioned meetings.

Part B: Strategies and Activities

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

- Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Albanian and Bangladesh.
- Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (as needed).

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.

- Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration. If the school does not have a staff member who speaks the language we contact the DOE translation unit and are given agencies to contract interpreters.

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

- Designated teachers of other languages will be targeted for translation and program tracked for availability when necessary.
- Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.
- Parent will be informed that they may use a friend or relative for language and interpretation services if they opt to.
- The Translation and Interpretation Agency will be use as needed.
- Translation services will be provided for all parental communication including the following:
 - Monthly Calendar
 - Parent Surveys
 - Parent Memorandums including Parents Bills of Rights, Safety Plan procedure, etc.
 - Parent Letters
 - Phone Calls
 - Parent Newsletters

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: Isobel Rooney Middle School 80	DBN: 10X080
Cluster Leader:	Network Leader: Bob Cohen
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 type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 175
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: 2
of content area teachers: 6

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:

We are proposing to create an extensive intensified mandatory Saturday Tutorial program for all students grades 6-8 (Including all ELLs including long term ELLs) and most staff to prepare our students for the state ELA and math exams. This extended school day schedule will facilitate increased job-embedded tutorial service (including the 37.5 minutes each day as well as a richer set of instructional offerings for students). The Saturday institute will cover 16 weeks and 2 days in April. It will begin in December and end in April. The students are tutored in ELA and Math. Some of the ELL students will also be tutored for the upcoming NYSEAT.

Teachers receive training twice a month after the Saturday Tutorial program to deepen their understanding of using strategies to support ELLs in learning how to read and write in English. These training are conducted by certified ESL teachers/coaches from our CFN and EPO.

In Math we are using the Finish Line Series in Spanish and Kaplan in English

In ELA, we are using the Buckle Down Series and later the NYSEAT Test Prep Series.

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:

Professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO literacy and math coaches. Our coaches:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and

Part C: Professional Development

learn from each other

- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

In addition to the in-house professional development we have diverse support from other sources as well. We receive professional development support in the area of bilingual and ESL education from the following:

- CFN 104 ,DOE Q-Tel workshops and EPO consultants
- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 3000 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

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:

Part E: Budget

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

Allocation Amount: \$

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

