



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** JOSEPH H. WADE ACADEMIES MS 117X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X117

PRINCIPAL: DELISE JONES EMAIL: DJONES8@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

**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](#).

Name	Position and Constituent Group Represented	Signature
Delise Jones	*Principal or Designee	
Cesar Hernandez	*UFT Chapter Leader or Designee	
Keisha Bailey	*PA/PTA President or Designated Co-President	
	CBO Representative, if applicable	
Stephanie Branch	Member/ Chairperson	
Lyndel Bernard	Member/ teacher	
Heather Martinez	Member/ Sp. Ed. ELA Teacher	
Rondel Rodney	Member/ ELA Teacher	
Nelvi Vega	Member/Math Teacher	
Dulce Martinez	Member/ Bilingual Math/AIS Teacher	
Eileen Beckett	Member/ ESL Teacher	
Karen Robinson	Member/ Parent	
Fatima Austin	Member/ Parent	
Carmen Nieves	Member/ Parent	
Marva Peterkin	Member/ Parent	
Wanda Diaz	Member/ Parent	
Julia Arroyo	Member/ Parent	

## 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 reading achievement for the Limited English Proficient (LEP) and Students with Disabilities (SWD) student groups. Students will demonstrate progress toward achieving state standards scoring at Level 3 and Level 4 on the NYS ELA as measured by a 3% -5% increase (3% = 9 students of an ELL population of 288 students, 5% =14 students; 3% = 7 students with IEP's of 226 students, 5% = 11 students).

### **Comprehensive needs assessment**

After conducting a trend analysis of student performance on the NYS ELA assessment, it was determined that the Limited English Proficient (LEP) and SWD's students consistently underperformed students in all of the other student populations.

Based on our 2010 JIT Review Findings, the reviewers recommended that we collectively realign our Literacy Curriculum to ensure rigorous tasks for all students with careful attention to the LEP and SWD's. Likewise, the same recommendation was made in our 2010 – 2011 Quality Review.

### **Instructional strategies/activities**

#### **Professional Development:**

Ongoing Professional Development in the following areas; CCLS (Common Core Learning Standards) bundles and implementing rigorous tasks, looking at student work and using the data collected to plan and set student goals, Charlotte Danielson's Framework for Professional Practice, Principles of Learning with emphasis on clear expectations and accountable talk, Using formative and summative assessments to monitor and revise curriculum, using rubrics with the language of the CCLS to provide specific feedback to students.

**Target Populations** – ELL and SWD's teachers

**Responsible Staff Members** – Assistant Principals, Coaches, Lead Teachers, Fordham PSO Consultants for ESL and Science

**Implementation** – Ongoing September 2011 – May 2012

#### **Lesson Plan Development:**

Implementation of the scientifically-based SIOP – Sheltered Instruction Observation Protocol. The SIOP Model offers a framework for organizing instruction with required features for each lesson so that teachers can accommodate the distinct second language development needs of the students. The model supports the inclusion of language objectives in each lesson, the development of background knowledge, the acquisition for content-related vocabulary, and the emphasis on academic literacy practice.

**Target Populations** – ESL teachers

**Responsible Staff Members** – Assistant Principals, Bilingual Coordinator, Fordham PSO Consultants  
**Implementation** – Ongoing December 2011 – May 2012

**School-wide Goal Setting :**

All teachers will be required to submit goals. Goals are submitted to the assistant principals and then all teachers individually meet with the assistant principals or principal in December 2011 and again in May 2012 to review and then assess the outcome of the goals

**Target Populations** – ELL and SWD's teachers

**Responsible Staff Members** – Principal and Assistant Principals

**Implementation** –December 2011 and May 2012

**Data Analysis:**

On-going professional development and support will be given to teachers in the area of data analysis. The support will include the cross curriculum data, data collection, interpreting data, identification of the lowest third student population and creating an action plan to include: monitoring student progress, setting individual student goals, in language acquisition, progress and strategies for improved student outcomes

**Target Populations** – ELL and SWD's teachers,

**Responsible Staff Members** – Principal , Assistant Principals, Coaches, Data Specialist

**Implementation** –October 2011 – May 2012

**C) Steps to include teachers in the decision-making Process**

- Teachers will meet in weekly common planning meeting to review student data; revise curriculum plans; participate in Charlotte Danielson activities to improve professional practice, review and modify the pacing calendars
- Collectively, teachers will use a 2% increase in student performance on the interim benchmark tests to measure effectiveness of the strategy and or whether additional support in using multiple data points to analyze data and differentiated instruction is needed
- Periodic Assessment / Acuity Dates: November 2011; January 2012 and March 2012

**Strategies to increase parental involvement**

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will lead Computer Training and ESL sessions on Saturdays.
- The Parent Coordinator will attend monthly PTA meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link and Jupiter Grades (school's online grade book).

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

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

All teachers are categorized into three tiers with tier I teachers classified as new teachers or teachers in need of the most support and Tier III teachers with the capacity to assist the instructional team in offering professional development to teachers. Tier II teachers still require support, but less frequently. All Tier I teachers receive individualized support 3times a week in the capacity of: lesson planning, modeling, team teaching, inter-visitations. The Tier cycles run every six to eight weeks. The confidential teacher support is published in Google docs, for the instructional team only. This practice allows the entire team to read the current action plans developed with the teachers and the feedback administrators are giving teachers. It also ensures that all teachers are supported regularly.

#### **Service and program coordination**

Currently we are working with two Community based organizations approved by the Department of Education: CAT (Creative Arts Team) and LeAp (Learning through an expanded arts program). Both programs include on site theater artists. The theater artists plan with the content area teacher weekly using the schools current curriculum. The goal of both programs is to infuse theatre, support content specific vocabulary, and physical movement. This year the artist, have been paired with some of our ELL and SWD's classes.

#### **Budget and resources alignment**

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

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

- Principal – Fair Student Funding
- Assistant Principals – Fair Student Funding – Title I
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

Improve teacher pedagogy and effectiveness through structured systems and shared understanding of instructional excellence. Our goal is to have 100% of the teachers engage in on-going professional development sessions centered on improving their professional practice using identified domains of Charlotte Danielson's Framework for Professional Practice. Additionally, 100% of teachers will be observed by the principal and Assistant Principals a minimum of 6 times by the end of the school term – June 2012.

### **Comprehensive needs assessment**

Based on our in-house professional development survey it was evident that our learning community did not have one language that was universally used to communicate effective teaching practices. The Danielson Framework for Professional Practice will help us establish a common language for all teachers, helping us to communicate clear expectations to all stakeholders.

The identified areas of focus in order of delivery are:

- Domain 2 – Classroom Environment; competencies 2b Establishing a Culture for Learning and 2d Managing Student Behavior
- Domain 3 – Instruction; competencies 3b Using Questions and discussion, 3c Engaging students in Learning, 3d Using Assessment in Instruction
- Domain 1 – Planning and Preparation; competency 1e Designing Coherent Instruction
- Domain 4 – Professional Responsibility; competency 4a, Teacher Reflection

### **Instructional strategies/activities**

- In weekly meetings, the Instructional Team will develop and implement a coherent professional development calendar that incorporates on-going support, activities, and dialogue on the identified Danielson Domain.
- Weekly common planning (grade and content area meetings) will dedicate two weeks per month to selected domains. We will periodically stop and revisit the work accomplished in each domain to checks to scaffold, for understanding and expectations for implementation
- Principal creates an implementation schedule for teacher observations and timely feedback.
- Identified teachers will be required to complete the selected Danielson domain self assessment through *ARIS Learn* when an area of weakness has been identified. Teachers will receive certification upon completion.
- The confidential teacher support will be published in Google docs, for the Instructional Team only. This practice will permit the Instructional Team to read the current actions plans developed with the teachers and the feedback administrators are giving teachers. It also ensures that all teachers are supported regularly.

- Principal, Assistant Principals and Instructional Specialists will provide meaningful feedback to teachers around their pre-determined Danielson domain.
- Professional development calendars will be developed and used to focus the work.
- Teacher observation reports and feedback – formal and informal will be shared with Instructional Specialists.
- Weekly in-house Learning Walks
- Goal Setting with Teachers
- Monthly Inter-visitation schedules
- Evidence of teachers completing the Danielson domains self assessment

**Strategies to increase parental involvement**

- Implementation of school practices will be shared and discussed with parents in the School Leadership Team meetings and the partner workshops.
- Parent volunteers will be encouraged to participate in Learning Leaders and become certified to volunteer in classrooms.

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

- **Mentoring and supporting Highly Qualified Teachers:**

All teachers are categorized into three tiers with tier I teachers classified as new teachers or teachers in need of the most support and Tier III teachers with the capacity to assist the instructional team in offering professional development to teachers. Tier II teachers still require support, but less frequently. All Tier I teachers receive individualized support 3 times a week in the capacity of: lesson planning, modeling, team teaching, inter-visitations. The Tier cycles run every six to eight weeks. The confidential teacher support is published in Google docs, for the instructional team only. This practice allows the entire team to read the current action plans developed with the teachers and the feedback administrators are giving teachers. It also ensures that all teachers are supported regularly.

**Service and program coordination**

To support our efforts in providing quality professional development to teachers we are working with three consultants:

- *Helene Alalouf* - Houghton Mifflin Consultant, through 35 contracted days as per School Improvement Grant. Support to administrators, coaches, teachers, and facilitation of mini professional development clinics in targeted areas and addressing school-wide trends.
- *Zulma Candelario and Carrie Dunn* – Fordham PS, provide weekly support to ELL teachers (lesson planning – SIOP, effective use of vocabulary).
- *Michelle Cambier* – Fordham PSO, through 10 contracted days. Support to science teachers in implementation of inquiry based activities and incorporating Literacy strategies in science.
- *Anne O’Marra* – Middle School Initiative Grant, provide bi-monthly support to ELA teachers on the effective implementation of guided reading, using data to formulate groups, providing targeted intervention to the lowest third student population

**Budget and resources alignment**

- School Improvement Grant for Title I Schools in DINIs
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Students will improve their ability to read and comprehend grade level text, while increasing their reading stamina.
- Students will demonstrate progress, resulting in 55% ( 55% of 712 students = 391 students ), improving at least two levels on the Running Records; Teachers College Reading Assessment
- Students will improve an average of 3 – 5% ( 3% = 21 students of *all students tested* 712 students, 5% = 36 students; on the ACUITY Periodic Assessment from October – February)
- There will be a 3 % - 5% increase of the percentage of students scoring a Level 3 or Level 4 on the NYS ELA, April 2012

#### **Comprehensive needs assessment**

Based on the results of the NYS ELA and NYESLAT it is evident that many of our students are not reading on grade level. It is imperative that we systematically create more opportunities for students to read with multiple benchmarks to assess comprehension and student's individual book selection (genre) for their " just right" book.

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

- ELA /ESL teachers will administer running record assessments four times a year (October, December, February, March, June).
- ELA/ESL teachers will modify their guided reading groups to reflect student needs, based on the outcome of the Running Records.
- Teachers will input reading levels and individual student targets in the *ARIS Reading Tracker*.
- ELA/ESL teachers will identify the lowest performing students in their respective classes and create long-term and short term goals for individual students.
- Teachers will be trained on how to collect and interpret data as well as use the results to set goals for students.
- All ELA/ESL teachers will use reading logs to track students independent reading book selection
- Additional classroom libraries will be purchased to provide students' with more leveled "just right books."
- ESL teachers will use the research-based Achieve 3000 program to further support and differentiate reading comprehension with our LEP students.
- Administrators will use student data as a pre-cursor for pre and post observation conferences to determine if and how teachers are effectively using their reading data to inform planning.

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

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will lead Computer Training and ESL sessions on Saturdays.
- The Parent Coordinator will attend monthly PTA meetings to share information and respond to parent questions and inquiries.

- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link and Jupiter Grades (school's online grade book).

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

- **Mentoring and supporting Highly Qualified Teachers:**  
 All teachers are categorized into three tiers with tier I teachers classified as new teachers or teachers in need of the most support and Tier III teachers with the capacity to assist the instructional team in offering professional development to teachers. Tier II teachers still require support, but less frequently. All Tier I teachers receive individualized support 3times a week in the capacity of: lesson planning, modeling, team teaching, inter-visitations. The Tier cycles run every six to eight weeks. The confidential teacher support is published in Google docs, for the instructional team only. This practice allows the entire team to read the current action plans developed with the teachers and the feedback administrators are giving teachers. It also ensures that all teachers are supported regularly.
- Bi-Weekly Kudos acknowledgement is published in the daily newsletter. This practice highlights a best practice or strategy teacher's use in their classrooms.
- Monthly inter – visitation schedules will be developed by Instructional Specialists to showcase best practices based on individual teacher needs.

**Service and program coordination**

Through our Fordham PSO the administrative Team, Instructional Specialist as well as identified teachers are participating in rigorous on-going training in the following areas: Charlotte Danielson, Quality Feedback, CCLS, Lesson Planning – SIOP, Writing Quality IEP's, Mentoring Teachers, Collaborative Team Teaching Model

**Budget and resources alignment**

- School Improvement Grant for Title I Schools in DINIs
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development
- Fair Students Funding
- Title I and Title III; Title III LEP

## 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**

- Improve teacher's effectiveness by developing understanding of how to use the CCLS to create rigorous tasks.
- Rigorous tasks will be embedded in the ELA/ ESL/ Math curriculum and aligned with the CCLS.
- Students will achieve an average of one level progress on in – house ELA Practice test short response and Math Practice test extended response.
- There will be a 3% - 5% increase in the percentage of students scoring a Level 3 or Level 4 on the NYS ELA and NYS Math.

### **Comprehensive needs assessment**

As per the 2011 Quality Review, the reviewer stated that although there is a set curriculum in English Language Arts, there is very little attention given to priority standards across grades. Additionally, there is an unclear alignment of the grade 6 English language arts curriculum, Voices, to the New York State standards. This lack of alignment, specificity, and unclear benchmarks, impacts on the *lack of rigor observed during the classroom visits*.

As a result of this finding, we are implementing the CCLS to bridge the gap in our existing curriculum. We will embed rigorous tasks into our curriculum.

### **Instructional strategies/activities**

Department goals will include CCLS. Teachers will use rubrics to assess student writing aligned to CCLS

Criteria for writing tasks will include the language written in CCLS

Teachers will receive training in common planning meetings to implement, analyze student work, and differentiate instruction based on student need

Through the *ARIS* learn community, teachers will use the analyze student work protocol to modify current practices to reflect alignment to CCLS

Instructional Tasks, resources, suggestions, sample lessons are posted on ATLAS Curriculum Planning for all teachers in ELA/ ESL/Math/ Social Studies

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

Parents will be trained on how to use ARIS Parent Link and Jupiter Grades (school's online grade book)

Monthly workshops and information sessions with parents will be offered based on school initiatives and parent need. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

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

#### **• Mentoring and supporting Highly Qualified Teachers:**

All teachers are categorized into three tiers with tier I teachers classified as new teachers or teachers in need of the most support and Tier III teachers with the capacity to assist the instructional team in offering professional development to teachers. Tier II teachers still require support, but less frequently. All Tier I teachers receive individualized support 3times a week in the capacity of: lesson planning, modeling, team teaching, inter-visitations. The Tier cycles run every six to eight weeks. The confidential teacher support is published in Google docs, for the instructional team only. This practice allows the entire team to read the current action plans developed with the teachers and the feedback administrators are giving teachers. It also ensures that all teachers are supported regularly

Monthly acknowledgement of teacher best practices and strategies collected through common planning meetings and inter-visitations are published in the daily newsletter. This practice showcases school wide best practices.

**Service and program coordination**

Through our Fordham PSO the administrative Team, Instructional Specialist as well as identified teachers are participating in rigorous on-going training in the following areas: Charlotte Danielson, Quality Feedback, CCLS, Lesson Planning – SIOP, Writing Quality IEP's, Mentoring Teachers, Collaborative Team Teaching Model

**Budget and resources alignment**

- School Improvement Grant for Title I Schools in DINIs
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development
- Fair Students Funding
- Title I and Title III; Title III LEP

### ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	0	0	N/A	N/A	0	0	0	0
<b>4</b>	0	0	0	0	0	0	0	0
<b>5</b>	0	0	0	0	0	0	0	0
<b>6</b>	48 L1; 106 L2	31 L1 103 L2	0	0	19	10	14	50
<b>7</b>	78 L1; 95 L2	54 L1; 80 L2	0	0	24	12	21	30
<b>8</b>	59 L1; 130 L2	61 L1; 105 L2	40	45	67	20	12	35
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Small group instruction 8:00 – 8: 37.5 Mon – Tues; Earobics ( SWD’s); Phonics, Fluency, Phonemic Awareness ( LEP students)</p> <p>Guided Reading – During school day during Literacy Block SETSS teacher push-in</p> <p>Saturday Academy - Level 1 and Level 2 students -Test taking strategies and test preparation – Specialized high School Test Prep - Level 3 and Level 4 grade 7 and 8 Students; enrichment</p> <p>After school – Mon and Tues; 6th Grade ; After the Bell Wed – Fri; 7<sup>th</sup> and 8<sup>th</sup> Kaplan</p>
<b>Mathematics</b>	<p>Small group instruction 8:00 – 8: 37.5 Wed – Thurs; Destination Math and Kuta Software</p> <p>Pull – out small group instruction for level I 8<sup>th</sup> grade students –individualized tests generated from the Acuity and Ladders to success</p> <p>Saturday Academy - Level 1 and Level 2 students -Test taking strategies and test preparation – Specialized high School Test Prep - Level 3 and Level 4 grade 7 and 8 Students; enrichment</p> <p>After school – Mon and Tues; 6th Grade Foundations of Math; Math and Literature Connections Wed – Fri; 7<sup>th</sup> and 8<sup>th</sup> Grades Kaplan</p>

<b>Science</b>	Grade 8 students will take a baseline test. Support Services will be administered to students demonstrating the lowest third  Content specific non-fiction text will be used – during the day
<b>Social Studies</b>	Grade 8 students will take a baseline test. Support Services will be administered to students demonstrating the lowest third  Content specific non-fiction text will be used – during the day
<b>At-risk Services provided by the Guidance Counselor</b>	Group Counseling · Individual Counseling · Referrals to Outside Counseling Agencies
<b>At-risk Services provided by the School Psychologist</b>	School Psychologist (SBST) provides: Evaluations Referrals to Outside Counseling Agencies Communication with MH3 Social Worker, Administrators and Teachers
<b>At-risk Services provided by the Social Worker</b>	Group Counseling Group) Individual Counseling Family Counseling Referrals to Outside Counseling Agencies 2 Social Work interns (Columbia University) Student Intervention Team Instructional Intervention Team  Gender Counseling ( Girl’s Groups/Boys’ Student Leadership Group Student Conflict Resolution Group
<b>At-risk Health-related Services</b>	Morrisiania School Clinic provides health-related services for our at-risk student. Monitors vital signs Monitors medications Communicates with student’s physician



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**Principal**  
**Assistant Principal**  
Delise Jones  
John Skelly

**Assistant Principal**  
George Heyliger

## **PARENT INVOLVEMENT POLICY (PIP)**

Our school, The Wade Academies MS 117X in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep our parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator, Madeline Santana will serve as a liaison between the school and families. Ms. Santana 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. Ms. Santana will also maintain a log of events and activities planned for parents each month and file a report with the main office and the Family Advocates office for district #9.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

## ***SCHOOL-PARENT COMPACT***

The Wade Academies MS 117X in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

**School DBN:** 09X 117 **School Name:** Joseph H. Wade Academies

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

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

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

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

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

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

Based on our 2010 JIT Review Findings, the reviewers recommended that we collectively realign out Literacy Curriculum to ensure rigorous tasks for all students with careful attention to the LEP and SWD's. Likewise, the same recommendation was made in our 2010 – 2011 Quality Review. Below you will find the areas that we are working on to address the identified areas:

**Increase reading achievement for the Limited English Proficient (LEP) and Students with Disabilities (SWD) student groups.** Students will demonstrate progress toward achieving state standards scoring at Level 3 and Level 4 on the NYS ELA as measured by a 3% -5% increase (3% = 9 students of an ELL population of 288 students, 5% =14 students; 3% = 7 students with IEP's of 226 students, 5% = 11 students).

**Improve teacher pedagogy and effectiveness through structured systems and shared understanding of instructional excellence.** Our goal is to have 100% of the teachers engage in on-going professional development sessions centered on improving their professional practice using identified domains of Charlotte Danielson's Framework for Professional Practice. Additionally, 100% of teachers will be observed by the principal and Assistant Principals a minimum of 6 times by the end of the school term – June 2012.

**Improve student's ability to read and comprehend grade level text, while increasing their reading stamina.**

- Students will demonstrate progress, resulting in 55% ( 55% of 712 students = 391 students ), improving at least two levels on the Running Records; Teachers College Reading Assessment
- Students will improve an average of 3 – 5% ( 3% = 21 students of *all students tested* 712 students, 5% = 36 students; on the ACUITY Periodic Assessment from October – February)
- There will be a 3 % - 5% increase of the percentage of students scoring a Level 3 or Level 4 on the NYS ELA, April 2012



<b>At-risk Health-related Services</b>	Morrisiania School Clinic provides health-related services for our at-risk student. Monitors vital signs Monitors medications Communicates with student's physician
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**Part B: For Title I SINI Schools Only**

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

We used our Title I Funding to fund our Literacy Lead Teacher. Based on our 2010 JIT Review Findings and 2011 Quality Review it was noted that teachers needed additional support in creating rigorous standards based tasks. Lead Teacher is providing differentiated support to teachers 3x a week in the area of: planning/lesson development; modeling, and scheduling inter-visitations.

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

To ensure that all teachers receive the targeted support needed to improve their teaching practices and cultivate their craft; identified teachers receive one-to-one support. All of the teachers were divided into three Tiers (1 – new/ inexperience; 2 – some teaching experience, but need additional support; 3- teachers able to model and provide professional development). The Instructional Team (Coaches, Lead Teacher, Grade Leaders, UFT Teacher Center and Assistant Principals) were given target teachers, with whom they would work with for six-week cycles. The cycle consists of meeting with the target teacher three times per week outside of the weekly common planning period. The three sessions were designed to plan (one-to-one), team-teach, model, and participate in inter-visitations. Both the mentor and the mentee develop an action plan which serves as part of the teachers' school wide goal setting process. This information was submitted to the principal and assistant principals on a weekly basis and discussed at the instructional teams meeting weekly.

Based on school wide trends gained from daily informal walkthroughs, we offer Mini Clinics. The Mini Clinics is a one to two period workshops on the identified area. So far, we have offered Mini Clinics in the following areas:

- |  |                                 |
|--|---------------------------------|
| Writing learning Objections                        | Checking for Understanding      |
| The structure of the lesson                        | What does Modeling really mean? |
| Incorporating Student discussions into the lesson  |                                 |
| Deescalating Mild to Moderate disruptive behaviors |                                 |

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.

Our goal is to increase parent involvement and make parents partners in their children's education. We plan to continue this communications link and to deepen our efforts to increase the level of on-going communication with parents and students. The school created a website that will serve as another means of communication with the parents highlighting the monthly calendar, curriculum newsletters, PTA minutes, school flyers, class notes and important website links for students, teacher and parents. Our membership on the School Leadership Team keeps is directly connected to the school.

This year we are using a program called Jupiter Grades which service as an online grade book. Parents receive progress reports every six weeks via mail. Parents also received individual passwords for both them and their child, enabling them to check students' grades, attendance, and behavior.

Parents have been notified about the school's and district's identification in a Title I meeting

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>D. Maldonado/ M. Struk</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>117</b>
School Name <b>Joseph H. Wade Academies</b>			

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

Principal <b>Delise Jones</b>	Assistant Principal <b>John J. Skelly</b>
Coach <b>Yamilette Vargas</b>	Coach <b>Shoshana Cohen-Fraade</b>
ESL Teacher <b>Viviana Luna-Castillo</b>	Guidance Counselor <b>Valeus Lacoste</b>
Teacher/Subject Area <b>Dulce Martinez -Math</b>	Parent <b>Keisha Bailey</b>
Teacher/Subject Area <b>Mercedes Beltre - Science</b>	Parent Coordinator <b>Madeline Santana</b>
Related Service Provider <b>Linda Petrone- SETSS</b>	Other <b>Darryl Lewis - Test Coordinato</b>
Network Leader <b>Marge Struk</b>	Other <b>Eileen Beckett- ESL Teacher</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>11</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>714</b>	Total Number of ELLs	<b>231</b>	ELLs as share of total student population (%)	<b>32.35%</b>
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## Part II: ELL Identification Process

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

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

1) The steps we follow for the initial identification of students who may possibly be ELL's is as follows. Our trained Pupil Accounting Secretary receives the new students and begins the registration process. She collects their personal information such as current address, immunization records, birth certificate and previous school's data. Based on the information she gathers, our Secretary hands the parent or guardian the Home Language Survey Form in their language, and refers the family to the Bilingual Liaison. If at the time of enrollment, the Secretary can not identify the Home Language of that parent, she pulls a copy of each of the HLIS available in the office, and allows the parent to take the one in his/her language.

However, we know our community. Most of the families we receive are Spanish speakers with a slight increase in the number of French speakers in the last two years. For this reason, we have four pedagogues who have been trained in-house to assist parents in the completion of the HLIS. They are: Ms. Vargas (SP), Mr. Lugo (SP), Ms. Henderson (SP), Ms. Blackmon (FR). The Pupil Accounting Secretary has the schedule of each one of these Liaisons and she contacts them when needed, according to language and availability.

Once contacted, the Bilingual Liaison proceeds to help the parent or guardian complete the Survey. If after completing the Survey, the Bilingual Liaison is in doubt about the accuracy of the information presented, he/she conducts an informal interview to determine the student's home language and/or English language ability. Based on the information offered in the HLIS and the interview conducted, the pedagogue determines if the child is eligible to take the LAB-R.

Students eligible to take the LAB-R are tested within the first ten days of admission. This test is hand-scored to determine eligibility and student placement. According to the test's results, we determine if the child is eligible for services. If the student scores below the proficiency level in the LAB-R, his/her parents receive a Letter of Entitlement. In this letter, parents are informed about the test's results, and are invited to attend an orientation meeting to learn about the different programs available for English Learners. Following the meeting, they are asked to complete a Parent's Choice Form expressing their preference. If we offer the program of their choice, the student is immediately placed in the program they chose. If we do not offer the program requested by the parent or guardian, they are then provided with a list of schools in the community where that program is available. We keep record of parental choices. In the last three years we have been able to provide parents with their Program of choice.

Students who are eligible to take the LAB-R, and whose home language is Spanish, are also administered the LAB in Spanish. This test allows us to determine the student's listening comprehension, speaking, writing and reading level in their native language. The results are used to decide if that child needs additional support in the NLA classroom, during and/or after school hours.

Annually, we administer the NYSESLAT to all English Learners. They are tested according to state administration directions and accommodations. The Speaking part of the NYSESLAT is administered by a trained ESL teachers. For this section, students are individually pulled out from the classrooms and taken to a separate location where the teacher conducts the test. To accommodate NYS

testing procedures, there is not student movement in the building during the administration of the other three parts of the test (Listening, Reading and Writing). To make certain we are providing the best testing conditions, each of the three parts are administered in the morning, on different days of the week. Bilingual and FESL classes are tested in their homeroom classroom. Students receiving pull out ESL services are grouped by grade and moved to an appropriate testing location. To determine NYSESLAT eligibility we use two ATS reports: the RLER and the RLAT. The RLER indicates if the student is eligible to take the NYSESLAT and the RLAT shows the score history of each eligible student.

We have several programs in place to help prepare our students for the NYSESLAT. Between March and April, we have a Test-prep Unit which is part of the ESL/NLA Curriculum. During this Unit, teachers format their everyday lessons, in the same way students will encounter the material in the NYSESLAT, providing ample opportunity for sentence completion, storytelling, social interaction, answering questions with graphic responses as well as reading short and long passages. Furthermore, teachers scaffold their writing by using picture prompts and pre writing exercises, before completing a writing piece, on topics commonly found in the test. In all, students receive intensive and extensive practice in all four language strands, in an increasing level of difficulty.

In addition, in February we begin the NYSESLAT Academy. During this afterschool program, students are also instructed using a NYSESLAT Test-Prep workbook. This workbook is print-rich and resembles the actual test. It presents opportunities for students to speak, listen, read and write at all levels of proficiency. We also support and test prep our students through the Extended Day 37.5, our Saturday and Vacation Academy programs.

2) The structures in place to ensure that parents understand all three-program choices are as follows. First we invite the parents to an information ESL meeting. We have a large meeting in the fall where we present the highlights of Part 154, discuss Title III Funds, explain the Identification Process and show them the EPIC video in different languages. Parents are also given an information brochure about the three program choices available for ELLs and the Parent Choice Form. At that time, parents are asked to complete and return the form. If a parent requires more time to make a decision, he or she is permitted to take the form home and send it with their child next day. If they do not return the form we send notices home to the parents until this one is returned. In the event that a parent does not return the Parent Choice Form, in two weeks, we default to Transitional Bilingual. Parents are then informed of the decision by receiving a Placement letter.

When a new student arrives during the school year, one of the trained pedagogues help the parent or guardian complete the Home Language Survey. If after completing the Survey we determine that the child's language is other than English, the student is then administered the LAB-R within the first ten days of entry. If the student scores below the proficiency level in this test, one of the Bilingual Liaisons schedules an appointment to inform the parents of the three choices they have. They are provided with a brochure in their home language and the Parent Choice letter. If a parent requests a program other than TBE or FESL, we make them aware that we do not currently have that program in our school and provide them with a lists of schools in our community that have the program of their choice. (This will happen until we reach a certain number of applicants for a dual language program.) We then follow up with them to record their final choice.

This is the order in which the student ID process and the parental communication process take place:

- a. As part of the student enrollment process, parents of students who enter school in the US for the first time, complete a Home Language Survey
- b. Based on the answers given in the HLIS, the Bilingual Liaison determines if the student is eligible to take the LAB-R
- c. If the child is eligible for the LAB-R, he/she is tested within the first ten days of enrollment.
- d. The LAB-R is immediately hand scored to determine eligibility.
- e. If the student scores below the proficiency level, that child is eligible to receive ESL services. If that is the case, then
- f. An Entity **This school serves the following grades (includes ELLs and EPs)** parents of the results of the test. This letter is an invitation to the parents to attend an **Check all that apply** **6\* 7\* 8\* 9\* 10\* 11\* 12\*** meeting about the program options they have for their child.
- g. Parents attending the meeting watch a video in their native language, describing the three program choices: TBE, FESL, Dual Language. After the orientation, parents are given a Program Selection Letter and are asked to complete it and return it.
- h. If the parent chooses one of the programs we offer (TBE, FESL), their child is immediately placed in that program. Parents then receive a Placement Letter, indicating in what program and class their child was placed.
- i. If a parent chooses a program that we do not offer (Dual language), they are informed about what steps to take in order to find

the program of their choice.

i. Program Selection letters and Placement letters are filed and kept in the Bilingual Coordinator's office (rm. 133).

3)

At the beginning of the year, when a parent registers a child in a New York City school for the first time, the Pupil Secretary provides that parent with the HLIS in their home language. The Secretary then refers the parent and the child to one of the Bilingual Liaisons in our school. The liaison helps the parent complete the Survey form and, based on the answers given by the parent and the child, the liaison determines if the student is eligible to take the LAB-R. At that time, the Bilingual Liaison keeps a copy of the HLIS for his/her records and returns the original document to the main office, where it is put on file.

After administering the LAB-R, parents of eligible students receive Entitlement letters. In this letter they are informed about test results and the student's rights to receive services. At that time parents are invited to attend an orientation meeting. In this meeting the parents are given Program Choice letters. If the parent chooses one of the Programs we offered, the student is immediately placed in the program of their choice. Parents are informed of this action, by receiving a Placement letter. If the parent requests a language program not available in our school, we provide them with a list of schools in the community that have the program of their preference. In the event that a parent does not return the Program Choice letter within two weeks, we default to TBE.

The Bilingual Liaison maintains a checklist to track all documentation completed by parents, sent home and received back from home: HLIS, Entitlement Letters, Program Choice Letters and Placement Letters. To assist with communication to the parents, the Parent Coordinator, Madeline Santana, calls the parents and keeps a log of who was called and when the calls were made. This information is given to the Bilingual Liaison for record keeping purposes. All parental communication letters, including Entitlement letters, Program Selection letters, Placement letters as well as the HLIS, parent's orientation agendas and sign in sheets, are filed and kept in the Bilingual Coordinator's office (rm. 133)

4) The criteria and procedures used to assess and place ELL students are described above. Parents of students, who enroll the school for the first time, complete the HLIS. If it is determined that the student speak a language other than English at home, we administer the LAB-R. Based on the results of the LAB-R, the school determines entitlement. Parent of students who are entitled to receive ESL services are then invited to an orientation. The orientation is facilitated in the parent's native language, as well as the video presented and the meeting's agenda. We currently conduct meetings in English, Spanish and French.

5) Upon reviewing the Parent Choice Forms, for the past few years, the trend on Program selection is Transitional Bilingual Education as the first choice and FESL as the second Program most requested. At this time we have not received a request for a DL program.

6) The Programs we offer at our school are aligned with parent requests. We have a large ELL population at our learning community, hence the reason we are currently offering two programs: TBE Spanish and FESL.

# Part III: ELL Demographics

## A. ELL Programs

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

### 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
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	39
SIFE	21	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	63

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	78	11	1	8	2	5	3	0	3	89
Dual Language										0
ESL	33	5	5	44	2	14	61	0	17	138
<b>Total</b>	<b>111</b>	<b>16</b>	<b>6</b>	<b>52</b>	<b>4</b>	<b>19</b>	<b>64</b>	<b>0</b>	<b>20</b>	<b>227</b>

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							30	29	31					90
Chinese														0
Russian														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>29</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	0						39	50	40					129
Chinese														0
Russian														0
Bengali							1	1						2
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	3					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>52</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>137</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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 are a 6-8 middle school with a departmentalized structure. We do not have any self-contained classes and all our students move from class to class based on their schedule. With the exception of special education students that are mainstreamed, all students travel as a class each period. We have three general education CTT classes (one on each grade); two Bilingual Special Education classes (one 6<sup>th</sup> grade and one 7/8); three FESL classes (one on each grade); two TBE 6th grade classes; one TBE 7th; One 7/8 TBE (new arrivals); and one 8th TBE class. Our organizational models consist of both Push in and Pull out.

2) All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students receive 360 minutes of language support per week. Advance ELL students receive 180 minutes per week. Beginning and Intermediate ELLs in the TBE Program also receive mandated NLA Units as determined by the CR Part 154.

3) Our ELA/ESL/NLA departments follow a parallel curriculum. Reading materials are related to the grade appropriate classroom topics that ELLs are being taught. The ESL/NLA/ELA teachers follow a pacing calendar or Units of study to ensure school wide continuity. See below.

	ESL/NLA Unit	Genre	Weeks
Identity Awareness	“I am More Than Just a Pretty Face”	Autobiography, Biography, Memoir	1-8
Perspective Taking	“Not All That Glitters is Gold”	Articles, Essays, Editorials, Ads	9-13
Conflict Resolution	“Everything Happens for a Reason”	Short story	14-20
Social Awareness	“Taking the Bull by the Horns”	Novel	21-26
Love and Friendship	“In Unity There’s Strength”	Letters, E-mails	27-29
Test Prep	Beginners/Intermediates/Advance: ELA/NYSESLAT; New arrivals: NYSESLAT		30-36
Freedom and Democracy	“Knowledge is Power”	Primary Source Documents	37-40

In our TBE program, content area instruction is provided in the student’s native language with intensive support in ESL and NLA in the mandated time allotment. The ESL component focuses on developing the students’ language skills in the four strands: listening, speaking, reading and writing. Our content area teachers provide instruction in both English and Spanish. In the beginning stages of English language acquisition, 60% of instructional time is provided in the student’s native language and 40% in English. As the student acquires vocabulary, develops fluency and reading understanding, the English instructional time increases. Students receive grade level/ standard-based academic work, within the framework of differentiated instruction and differentiated assessment.

Students in our FESL classes receive all of their instruction in English, with native language support in the classroom. As per NYSESLAT data, students are appropriately placed in Intermediate/advance classes. They receive their mandated allotment of ESL and ELA by certified teachers. While ESL methodologies are used in the content area classes, instruction is delivered in English. The use of the native language provides additional support for content specific comprehension. In addition, language and content area teachers instructing these classes are trained in the use of ESL strategies and methodologies to support the language acquisitions of ELLs. Teachers of FESL receive

## A. Programming and Scheduling Information

support from an ELL coach who is available weekly to answer questions, discuss challenges, and offer options for instructional modification.

4) Students are appropriately evaluated in their native language. Students entering the school, who's main language is Spanish, are given the LAB in Spanish to determine reading comprehension in their own language. Additionally, at the beginning of the year, NLA teachers used the web-based Achieve 3000 Levelset test to determine grade reading and lexile levels. Teachers also evaluate students reading and writing abilities through formative assessments such as questioning and the use of exit slips, as well as summative assessments. Students are formally and informally assessed before, during and after every Unit. Since native language skills can vary greatly within the same grade level, results of formative and summative assessments are analyzed and used to modify instruction in an individual basis.

5.) We have several methods in place to assess our ELL students throughout the school year. We use standardized testing: Acuity, ELA, Pearson's ELL Interim Assessment, and the NYSESLAT. Students are also assessed through Running Records, Unit's pre and post assessments, as well as several methods of formative assessments. Teachers use questioning techniques, group activities, hands-on projects, presentations and teacher-student one to one conferencing to gather information about students' understanding. The data collected as a result of these formative and summative assessments is used to group the children and to modify individual instruction.

Many instructional strategies have been implemented to develop the student's language acquisition skills in English. The ELL's primary language is used to translate unfamiliar vocabulary or clarify lessons taught in English. At the same time, the following skills and strategies have been used to enhance and increase reading vocabulary, fluency and comprehension.

\* Students are read to everyday in English and in their native language, for development and enjoyment.

\* TBR

\* Word Webs

\* A variety of effective methods are used to increase the student's ability to learn new words (e.g. role playing or pantomime, using gestures, using real objects, pointing to pictures, quick drawings, Spanish equivalents). Teachers introduce content and academic vocabulary before introducing a new concept. This practice is particularly helpful for newcomers and beginners, giving them the chance to listen, identify, relate to the word and then be able to use it in context. With constant use and repetition, students are more likely to learn them and own them.

\* Guided reading (small group instruction) to focus on reading strategies such as main idea and details, predicting, summarizing, inferencing and analysing character.

\* Scaffolding techniques are planned and used in class to support students' understanding and development process.

\* Students read independantly their "just right" books. Conversations are structured around books and subjects that build content vocabulary. They are encouraged to verbally share their thoughts and opinions, and to explain "how" and "why". In this way, ELL's will learn and build the academic English they will need to succeed in future schooling.

\* Children are exposed to a variety of literary texts (narrative and expository) and vocabulary words are discussed and emphasized.

\* Objects are labeled in the classroom. Charts are displayed and serve as an open notebook to review previous concepts and as a scaffold for new material.

\* Students learn the writing process (brainstorming, drafting, revising, editing and publishing) as a tool to improve their writing skills and to communicate ideas and everyday experiences.

\* Language and content lessons are built around students' prior knowledge. Organizational activities such as semantic mapping, KWL, timelines, Anticipation Guides and other strategies are used to determine where the students stand in relation to the content of the upcoming lesson.

\* Language is taught along with content. While teaching content, the student's English proficiency is increased by modeling the pronunciation of difficult words in a lesson, emphasizing word meaning, idiomatic expressions and base grammatical structures, necessary to understand and discuss the content area material. Above all, creating a classroom climate where students feel comfortable making mistakes and taking risks.

\* Classroom duties are assigned to ELL students from the beginning to make them feel part of the group.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

success and recover confidence in his/her ability to learn. This constitutes an important step, as we prepare them for the acquisition of English as second language. Newcomers identified as SIFE as well as those who are performing at least two years below grade level in

## 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) AIS Math support is provided to all ELL students that have received level 1 or a scale score of less than 630 on the NYS Math Test. The students participate in a pull out math program twice a week. These students are also encouraged to participate in the After School program, Extended day 37.5, Saturday and Vacation Academy Programs where they receive intensive support in ESL and Math in small groups. The Achieve 3000 reading program is used weekly in ESL and in NLA classes to provide differentiated reading instruction, according to students' needs. The students and parents are also encouraged to use the program at home. Additionally, our school wide Social Studies and Science midterms are translated and offered in the students' native language.

9) At the beginning of the school year, the Bilingual Coordinator and the Test Coordinator identify those students who achieved language proficiency in the last two years (as per NYSESLAT results). During testing period, these students are pulled out and moved to a separate classroom where they receive testing accommodations (time and a half).

Students in the TBE program who achieve proficiency in the NYSESLAT continue to receive ESL services in the FESL program. This allows the students to move to an all-English environment and still receive the language support needed to achieve success in the NYS ELA assessment, from teachers they already know and trust. We make sure These students

We continue to build knowledge and enhance the skills of these students, focusing on activities that scaffold their language learning. The following activities have been integrated in the curriculum.

- "How to" process in order to help students follow instructions.
  - o Teachers are encourage to develop lessons that follow instructions
  - o Teachers are encouraged to bring emphasis to the four language strands.
- Poetry writing in order to enhance reading theme related vocabulary.
- 5w's charts to retell stories prior to writing a summary.
- Text analysis to help students develop skills and strategies needed in order to find an answer to a question.
- KWL chart and brainstorming activities are used to achieve background knowledge and develop thinking skills.
- Graphic organizers are used to assess prior knowledge, help students make connections and integrate reading ideas with their daily experiences. These graphic organizers are also used as a framework for remembering and summarizing stories. In addition, they help students organize details and ideas in order to develop their writing. Assessment is done through testing, questioning techniques and presentations.

10) English Now, Side by Side and Read for Real are some of the interventions implemented to provide differentiated instruction and support to targeted students. In addition, our relatively new FESL Program provides a greater opportunity to build language acquisition and ESL support for students that have attained "advance" classification on the NYSESLAT.

This year we will begin using Achieve 3000 with our FESL classes once a week. We are also working in the development of a targeted after school program that will satisfy the specific needs of our various ELL subgroups (SIFE, Beginners, Intermediate ELLs taking the ELA for the first time, long term ELLs)

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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11) Due to budget constraints, we are unable to provide Earobics and Focus Forward to our ELL Special Education Students during the academic day. However, we will provide guided practice to our Special Education students through a rigorous after school program and

## 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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**Courses Taught in Languages Other than English** 

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

Math:	Spanish			
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**D. Professional Development and Support for School Staff**

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

1) Our school supports ongoing ESL and NLA teacher's participation in professional development activities. Some of the past and upcoming professional development for teachers of ELLs includes the following:

a. Achieve 3000: teachers learn how to interpret data generated by the research-based reading program and use this information to drive instruction. All teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to retrieve and use reading and other instructional material such as graphic organizers (English and Spanish) and fully develop lesson plans that include activities specifically design to provide support for the ELLs in their classroom.

b. SIOP: ESL/NLA/ELA teachers of ELLs, as well as the Department coaches participated in a two-day workshops on Shelter Instruction Observation Protocol. The workshops provided participants with new strategies to improve the quality of instruction for ELL students. It focused on the eight components of the model: Teacher preparation, building background, making input comprehensible, strategies and interactions, application and delivery, review and assessment.

c. Differentiating for ELLs in Science, The literacy Connection: TBE/FESL/SWD Science teachers are scheduled to participate in this two day workshop that will engage teachers in research-based practices in the area of content literacy and differentiated instruction for English Language Learners. They will also be addressing the Common Core Learning Standards (Knowledge in the Disciplines).

d. Integrating the Common Core Standards in the Spanish NLA Class: NLA teachers will take part in this two day workshop offered by the OELL. This training will introduce and explain the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes. The focus will be on instructional strategies for integrating academic vocabulary, reading, and writing. Sample expository texts in Spanish will be used to model reading comprehension strategies for students in grades 6-12 , including SIFE. Argumentative and narrative writing will be used to go through writing, revising, and editing strategies.

e. Navigating ATLAS: An in-house training session for ESL/NLA/ELA teachers to review how to access language and conent area curriculum and resources through Rubicon Atlas.

f. Every week ESL and NLA teachers participate in common planning meetings. This year we are aligning all common planning meetings. The first two weeks of each month all Departments explain, discuss and address one or two components of the Danielson framework for teaching. Last month we addressed Domain 2 (Classroom Environment), components 2b and 2d. This month we will begin the discussion on Domain 3 (Instruction), Component 3b. These discussions lead to teacher's self assessment, interclass visitations, and the development of steaching improvement action plans. The third week of each month teachers of ESL/NLA meet to share, view, discuss and analyse ELL data, identify trends and discuss ways in which that data can be used to form groups and to impact individualized instruction. The last week of the month is dedicated to analyzing student work.

g. All ELL content area teachers participate in weekly content specific common planning meetings. Bellow you will find the specific meeting schedule.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
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## D. Professional Development and Support for School Staff

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Period	Monday	Tuesday	Wednesday	Thursday	Friday
ETS		Instructional Team			
1			ESL/NLA 6 - 8		
3	6th Grade ELA 6th Grade Math Science 6-8	7 <sup>th</sup> Grade ELA 7 <sup>th</sup> Math 7 <sup>th</sup> /8 <sup>th</sup> Social Studies	8 <sup>th</sup> Grade ELA 8 <sup>th</sup> Grade Math		Cabinet Core

Every month the Principal reviews the Professional Development opportunities offered by the Office of English Language Learners and identifies workshops for teachers in all subject areas, that can improve the quality of instruction for ELLs in the classroom.

Workshops are also provided in house for AP's and coaches on curriculum mapping, lesson delivery, informal classroom observations and the design of standard-based assessments. They are also prepared to develop and implement action plans to help teachers who struggle in

## D. Professional Development and Support for School Staff

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

**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) Twice a year we offer the informational ESL meetings for parents ELL students. We also hold an annual “Back to School Night” information session. The purpose of these events is to formally introduce our school staff and teachers to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per Chancellor Regulations. The third Tuesday of every month we hold our parent teacher association meeting. This meeting has increased from 30 parents on average, to 45-60 parents attending every month. Through the PTA and the parent coordinator we host a variety of parents information sessions and activities to familiarize our parents with available resources and services. These activities range from ARIS, grade support information, technology, resume writing to understanding standardized testing. In addition, we promote activities to attract parents and get them involve in our school community. Some of them are: mothers day, father’s day and Thanksgiving luncheons and celebrations. We have a newly remodeled parent’s room that is welcoming and accessible to and for all parents. As a culminating event each year we take the parents to see a Broadway play. Last year we took the parents to see the play “The Lion King”. We had a total of 25 parents attending.

2) We are partners with the following organizations: ACDP Beacon; Girls INC.; Creative Art Team; LeAp; Turnaround for Children, Morrisana Health Clinic; Helen Keller Foundation, Planned Parenthood.

Achive 3000- Home edition. This allows parents to have direct access to their children data and performance. Parents can also use the program to learn English themselves.

Snapgrades- Is an online teacher grade book. Each family receives a parent ID and parents can check their child’s academic, behavioral status and attendance. While this is not a community-based organization it is a tool that we use to communicate with our parents. This information is retrievable in English or Spanish. We also use this program to distribute our school-wide progress reports.

3) Yearly, the school leadership team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environment Survey, to understand how parent feel about our learning community. Finally the principal has an open door policy, enabling parents to meet with her upon needs. We assess the needs of the parents through individual meetings, the school leadership team and through our parent’s monthly workshops. As per our conversations with ELL parents we held our first Computer Training class Saturday, November 19, 2011. Of the eleven participants, five parents had no computer experience at all. In the spring of 2012 we will provide partners with a survey of the workshops or trainings they are interested in. This survey will be developed by the school leadership team

4) We try to ensure that when we are planning activities they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student’s trends, SLT parent surveys and by analyzing the learning environment survey as well as students data.

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

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

**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.

<b>Native Language Usage/Support</b>	<b>Transitional Bilingual Education (TBE)</b>
100%	

## 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) AIS Math support is provided to all ELL students that have received level 1 or a scale score of less than 630 on the NYS Math Test. The students participate in a pull out math program twice a week. These students are also encouraged to participate in the After School program, Extended day 37.5, Saturday and Vacation Academy Programs where they receive intensive support in ESL and Math in small groups. The Achieve 3000 reading program is used weekly in ESL and in NLA classes to provide differentiated reading instruction, according to students' needs. The students and parents are also encouraged to use the program at home. Additionally, our school wide Social Studies and Science midterms are translated and offered in the students' native language.

9) At the beginning of the school year, the Bilingual Coordinator and the Test Coordinator identify those students who achieved language proficiency in the last two years (as per NYSESLAT results). During testing period, these students are pulled out and moved to a separate classroom where they receive testing accommodations (time and a half).

Students in the TBE program who achieve proficiency in the NYSESLAT continue to receive ESL services in the FESL program. This allows the students to move to an all-English environment and still receive the language support needed to achieve success in the NYS ELA assessment, from teachers they already know and trust. We make sure These students

We continue to build knowledge and enhance the skills of these students, focusing on activities that scaffold their language learning. The following activities have been integrated in the curriculum.

- "How to" process in order to help students follow instructions.
  - o Teachers are encourage to develop lessons that follow instructions
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- Poetry writing in order to enhance reading theme related vocabulary.
- 5w's charts to retell stories prior to writing a summary.
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10) English Now, Side by Side and Read for Real are some of the interventions implemented to provide differentiated instruction and support to targeted students. In addition, our relatively new FESL Program provides a greater opportunity to build language acquisition and ESL support for students that have attained "advance" classification on the NYSESLAT.

This year we will begin using Achieve 3000 with our FESL classes once a week. We are also working in the development of a targeted after school program that will satisfy the specific needs of our various ELL subgroups (SIFE, Beginners, Intermediate ELLs taking the ELA for the first time, long term ELLs)

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### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) Twice a year we offer the informational ESL meetings for parents ELL students. We also hold an annual “Back to School Night” information session. The purpose of these events is to formally introduce our school staff and teachers to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per Chancellor Regulations. The third Tuesday of every month we hold our parent teacher association meeting. This meeting has increased from 30 parents on average, to 45-60 parents attending every month. Through the PTA and the parent coordinator we host a variety of parents information sessions and activities to familiarize our parents with available resources and services. These activities range from ARIS, grade support information, technology, resume writing to understanding standardized testing. In addition, we promote activities to attract parents and get them involve in our school community. Some of them are: mothers day, father’s day and Thanksgiving luncheons and celebrations. We have a newly remodeled parent’s room that is welcoming and accessible to and for all parents. As a culminating event each year we take the parents to see a Broadway play. Last year we took the parents to see the play “The Lion King”. We had a total of 25 parents attending.

2) We are partners with the following organizations: ACDP Beacon; Girls INC.; Creative Art Team; LeAp; Turnaround for Children, Morrisana Health Clinic; Helen Keller Foundation, Planned Parenthood.

Achive 3000- Home edition. This allows parents to have direct access to their children data and performance. Parents can also use the program to learn English themselves.

Snapgrades- Is an online teacher grade book. Each family receives a parent ID and parents can check their child’s academic, behavioral status and attendance. While this is not a community-based organization it is a tool that we use to communicate with our parents. This information is retrievable in English or Spanish. We also use this program to distribute our school-wide progress reports.

3) Yearly, the school leadership team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environment Survey, to understand how parent feel about our learning community. Finally the principal has an open door policy, enabling parents to meet with her upon needs. We assess the needs of the parents through individual meetings, the school leadership team and through our parent’s monthly workshops. As per our conversations with ELL parents we held our first Computer Training class Saturday, November 19, 2011. Of the eleven participants, five parents had no computer experience at all. In the spring of 2012 we will provide partners with a survey of the workshops or trainings they are interested in. This survey will be developed by the school leadership team

4) We try to ensure that when we are planning activities they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student’s trends, SLT parent surveys and by analyzing the learning environment survey as well as students data.

## 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)							14	14	20					48
Intermediate(I)							11	32	18					61
Advanced (A)							35	30	25					90
Total	0	0	0	0	0	0	60	76	63	0	0	0	0	199

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							9	10	9				
	I							8	19	5				
	A							24	39	22				
	P							29	13	37				
READING/ WRITING	B							14	11	20				
	I							11	32	15				
	A							33	27	26				
	P							12	11	12				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	17	4	0	46
7	43	18	0	0	61
8	30	23	0	0	53
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	19		29		12		0		60
7	24		34		18		1		77
8	32		22		11		0		65
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	39	1	57	3	5	3			108
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	19		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## 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: <u>Joseph H. Wade Academies</u>		School DBN: <u>09X117</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Delise Jones	Principal		11/23/11
John Skelly	Assistant Principal		11/23/11
Madeline Santana	Parent Coordinator		11/23/11
Viviana Luna-Castillo	ESL Teacher		11/23/11
Keisha Bailey	Parent		11/23/11
Dulce Martinez	Teacher/Subject Area		11/23/11
Mercedes Beltre	Teacher/Subject Area		11/23/11
Yamilette Vargas	Coach		11/23/11
Shoshana Cohen-Fraade	Coach		11/23/11
Valeus Lacoste	Guidance Counselor		11/23/11
Marge Struk	Network Leader		11/23/11
Eileen Beckett	Other <u>ESL Teacher</u>		11/23/11
Linda Petrone	Other <u>SETSS Teacher</u>		11/23/11
Daryll Lewis	Other <u>Test Coordinator</u>		11/23/11
Cinthia Diaz	Other <u>ELA Teacher</u>		11/23/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X117      **School Name:** Joseph H. Wade MS 117

**Cluster:** \_\_\_\_\_      **Network:** Fordham PSO

**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**

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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.

As a starting point, the School Leadership Team and the administrative team review the results of the Learning Environment Survey. Administration meets with Parent Coordinator, during monthly cabinet meetings, to discuss parents translation and interpretation needs. In order to maintain our families informed, we use a variety of methods to determine the languages other than English spoken in our school community. They include a review of the Home Language Survey, parental and student's interviews, and ATS reports in which home language is indicated. In addition, calls made by the parent coordinator, teachers, guidance counselors and Parent Association help us determine language needs. To keep the lines of communication opened the school has the following methods in place: a. Automated phone system for messages in various languages to increase parent involvement at school wide events. b. Inventory of languages taken at Parent Association meetings. d. Parent Teacher Conferences e. Attendance teachers' home visits.

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 Morrisania community is rapidly changing. As a result, we now need to provide communication to our families in Spanish, French and Arabic. The school provides written translation in Spanish for report cards, progress reports, parent association communications, teacher to parent correspondence, and monthly newsletters and calendars. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators. School staff and administrators provide interpretation services. Oral interpreters are available at all parent meetings in Spanish and French. According to ATS reports, 88% of our ELL population speaks Spanish. Other languages spoken include Arabic, Bengali and Congo. We have been successful in oral communications, but we still need to establish procedures and resources in languages other than Spanish, French and Arabic. Language related findings are discussed during SLT meetings, LAP meetings, PTA and Cabinet meetings.

## Part B: Strategies and Activities

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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.

In order to meet the identified needs of our school community, the school will be translating the following documents:

- A parent workshop survey distributed at the beginning of the school year
- A "Welcome Packet" sent home with students
- Related Service providers monthly progress reports
- Bi-weekly progress forms sent home by teachers of all subject areas
- Monthly calendar of school events
- School Messenger communication system will be used to contact parents via phone or email for absences and special events
- Jupiter Grades reports, used to communicate with parents about their child's academic and behavioral progress
- \*Graduation related letters
- \*Attendance related home communications
- Translation and interpretation services will be available for meetings, calls and all correspondences sent home.

Our French and Spanish language teachers will provide translation and interpretation services in house. This year we will make an effort to incorporate parents in the translation and interpretation of other languages.

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.

The Oral interpretations services provided at the school are rendered by in-house school personnel; Parent Coordinators, Counselors, School Aides, Teachers, Secretaries

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>.

Using PTA conferences, automated message phone system, and parent's handbook parents will be advised of translated services. Parent coordinator will establish the language of preference.

## 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: <a href="#">Joseph H. Wade JHS 117</a>	DBN: <a href="#">09X117</a>
Cluster Leader: <a href="#">Debra Maldonado</a>	Network Leader: <a href="#">Marge Struk</a>
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: <a href="#">150</a> 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: <a href="#">8</a> # of certified ESL/Bilingual teachers: <a href="#">8</a> # of content area teachers: <a href="#">3</a>

## 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:

### I. Rationale

The afterschool Language Academy will provide programs for ELL students. Our goal is to provide additional language support to subgroups for whom mandated services has shown not to be enough to generate significant progress in the acquisition of English. This literacy afterschool program is customized to address the particular needs of various ELLs subpopulations.

\* Newcomers: Students who arrived to the country during this school year and never attended a school in the United States. This particular subgroup is verbally fluent in their native language; however, performs below grade level in reading and writing. Some students in this subgroup are illiterate in their native language. In the afterschool Language Academy the ELL population will receive additional instruction in their native language two times a week, and ESL instruction once a week by certified bilingual / ESL teachers. The additional NLA instruction is intended to develop and strengthen reading and writing skills in their first language in order to facilitate second language acquisition. NLA Instruction will focus on reading (decoding and comprehension) and writing (process and structure); ESL Instruction will provide additional practice in the four language modalities, facilitating the acquisition of academic vocabulary, building background knowledge and developing reading comprehension.

\* ESL Intermediate: We will use the term intermediate for students who have been receiving ESL services in a New York City school for 1 to 3 years. These are students who have attained B or I proficiency level in the NYSESLAT and /or Levels 1 and low 2 in the ELA. Some of these students will be taking the ELA test for the first time in April. These students will receive additional reading and writing support. The web-based program Achieve 3000 will be used to differentiate reading instruction. This group will also receive NYSESLAT test preparation.

\* The last subgroup is the FESL /Long Term ELLs. Most of this students achieved Advance level in the NYSESLAT and 1 or 2 in the ELA. Even though these students are verbally fluent they scored below proficiency level in Reading and Writing. They will be receiving additional help in both modalities and NYSESLAT Test Preparation.

### II. Subgroups and grade levels of students

• SIFE	6th/7th
• Newcomers	6th/7th/8th
• First time testers (2-3 YOS)	6th/7th/8th
• FESL	6th/7th/8th
• Long term ELLs	7th/8th

### III. Schedule and duration

Subgroup	Monday	Tuesday	Wednesday	Weekly Hrs
	Instructional Focus			
	NLA	ESL	NLA	
SIFE	3:00- 4:30	3:00-4:30	3:00-4:30	4.5
	NLA	ESL	NLA	
Newcomers	3:00-4:30	3:00-4:30	3:00-4:30	4.5

## Part B: Direct Instruction Supplemental Program Information

	Reading	NYSESLAT Prep	Reading	
Intermediate	3:00-4:30	3:00-4:30	3:00-4:30	4.5
	Writing	NYSESLAT Prep	Writing	
FESL / Long Term ELs	3:00-4:30	3:00-4:30	3:00-4:30	4.5

### Dates:

The Language Academy will begin on December 12 and will be extended until April 25. Each subgroup may have a different beginning and ending date.

( 3 days)	December 2011	12, 13, 14
(7 days)	January 2012	10, 11, 17, 18, 23, 24, 25, 30, 31
(10 days)	February 2012	1, 6, 7, 8, 13, 14, 15, 27, 28, 29
(12 days)	March 2012	5, 6, 7, 12, 13, 14, 19, 20, 21, 26, 27, 28
(8 days)	April 2012	3, 4, 5, 17, 18, 23, 24, 25

### IV. Language of Instruction English and Spanish

#### V. Number of Certified teachers

In order to serve our entire target population we estimate the need of 7 certified teachers.

1 Spanish Native Language Arts certified teacher

3 ESL certified teachers and

3 ELA certified teachers who will work side by side to the ESL teacher in lesson planning, data analysis and developing students' instructional plans to ensure the ELL show gains not only in the NYSESLAT, but also in the ELA State assessment. This 3 teachers will instruct FESL students and Long Term ELLs.

1 Lead teacher who will create classes, select instructional materials, monitor and maintain attendance records and implement the program based of program goals.

#### VI. Types of Materials

- Cartilla fonética
- \* High interest/Low level books in NLA
- Achieve 3000 Reading Program
- NYSESLAT Test Prep
- \* Better Test Writing Workbook

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Teachers of ELLs will participate in professional development that will help them understand the ELL population and their academic needs. Training will be conducted on Total Response Techniques and Lesson Planning preparation following the SIOP model. Teachers will also be receiving professional development on how to develop strong content and language objective based on the CCLS.

The PD will be conducted in house by the school's Bilingual Coordinator, Yamilette Vargas, for one hour on each of the following days:

February 24, 2012

March 23, 2012

April 27, 2012

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELL students will be offered classes to learn on how to navigate educational websites and familiarize them with standardized testing: ELA, NYSESLAT. A bilingual ESL teacher will provide strategies and resources to support student academic development at home. The teacher will demonstrate the use of websites like: Colorin Colorado, Mundo latino and Khan Academy, Juniper grades and Achieve 3000. Parents will use a computer to navigate these websites. Classes will take place for one hour on the following dates:

February 25, 2012

March 31, 2012

Flyers will be send home to parents with the students. Hand outs will be given.

### Part E: Budget

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

Allocation Amount: \$0

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