



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM W. NILES SCHOOL, MS 118

DBN : 10X118

PRINCIPAL : ELIZABETH LAWRENCE

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SUPERINTENDENT : SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Lawrence	*Principal or Designee	
Irith Insler	*UFT Chapter Leader or Designee	
Rubnelia Agostini	*PA/PTA President or Designated Co-President	
Desiree Mitchell	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shirley Colon	Member/UFT Member	
Ramonita Serrano	Member/UFT Member	
Renee Blumenfeld	Member/UFT Member	
Wendy Wagner	Member/Parent	
Sonia Marrero	Member/Parent	
Lillian White	Member/Parent	
Yamileth Martinez	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the SWD subgroup will increase in the percentage of students at or above proficiency in ELA from 2% at proficiency to 4% as compared to the 2010-2011 NYS ELA Examination.

Comprehensive needs assessment

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

MS 118 is a Title I school that went from a grade of C (39.0) in 2009-2010 to a C (28.9). Additionally, the 2010-2011 Learning Environment Survey showed that the school scored a 6.5 out of 10 points on "Communication" and a 7.0 out of 10 points for "Engagement". The school has a identified for the subject of ELA- and for not making AYP for the following subgroups SWD, LEP

We did not make AYP in this subject area for this subgroup on our NYS Report Card in 2010-2011. MS 118 has a 2010-2011 State accountability status of "Improvement (year 1) focused", identified for the subject of ELA and for not making AYP for LEP students. This has historically been an area of need in our school, and we again are focusing on this area as these are the students that struggle most with making significant gains on the ELA exam.

Additionally, this will help us improve our Student Progress section on the NYC Progress Report by increasing the percentage of students making significant progress. On our 2010-2011 NYC Progress Report, we got 16.0 points out of 60 possible points on the Progress section. More specifically, our Median Adjusted Growth Percentile for ELA was 65, which put us at a 22.2% out of our peer range. Additionally, for our lowest third, the Median Adjusted Growth Percentile was 66, which put us at only 4.8% out of our peer range. The majority of our students with disabilities are part of our lowest third, and therefore if we boost the numbers of SWD that are at proficiency, this will increase our score for Progress.

Also, an increase in this area will help us improve our Student Performance section of the NYC Progress Report. On the 2010-2011 NYC Progress Report, 45.3% of our students were at a level 3 or 4 in ELA. This put us at 24.7% out of our peer range. Additionally, our Average Student Proficiency was 2.80, which put us at 20.7% of our peer range. Therefore, if we increase the number of Special Education students that are at or above proficiency, we will increase our score on the Student Performance section of the Progress Report as well.

Also, we will receive additional credit in the "Closing the Achievement Gap" section of the NYC Progress Report if we make this progress with these students. In 2010-2011, 31.5% of our ELL students were at the 75th growth percentile or higher, while in order to receive additional credit we needed at least 42.9% of our ELLs to make this significant progress. Therefore, not only will this focus boost our Student Progress section of the Progress Report, but it will also increase our likelihood of receiving additional credit. This will clearly be a benefit to our school and to our ELL students.

These needs are consistent with our students' results on the NYSESLAT exam, where our students struggle most in the reading and writing sections of the NYSESLAT versus the listening and speaking. In fact, many of our ELLs are currently classified as Limited English Proficient due to their scores on the reading and writing sections, while they are proficient in listening and speaking.

Based on discussions with our teachers of ELLs, we find that our ELLs struggle much more in the reading and writing modalities in the classroom, while they may show grade level work in their mathematics classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Beginning in September, 2011, all teachers will analyze the Item Analyses of the state exams for their students. This is especially pertinent to our teachers of Students with disabilities, who will focus on using this tool to create specific plans to address the skill deficiencies and to address the IEP goals for each student.
- In September, 2011, all teachers of students with disabilities will be trained on the use of Achieve3000, which is a tool that provides differentiated non-fiction articles on the same topic to students at their instructional reading levels. Achieve3000 provides specific support to our SWD in various ways. It provides differentiated reading support for all SWD. Additionally, it supports our students as they prepare to take NYS ELA exam, which is becoming progressively based on the Common Core State Standards, which have a significant focus on non-fiction reading.
- The teacher of SWD will conduct Running Records on all SWD to determine areas of weakness in fluency and comprehension and to track progress throughout the year. The teachers of SWD will collaborate to design specific strategies to address the needs of these students based on this data.
- In January, 2012, we will review the progress that our SWD have made based on their Achieve3000 reading levels. Additionally, the Performance Series interim assessment data will be reviewed, and we will compare the results of the first assessment done in October-November with the second assessment. Based on this information, we will re-evaluate our plan for our SWD and improve it as necessary.
- In January, 2012, we will administer a practice NYS ELA exam as a midline assessment and evaluate our students' progress towards meeting standards. We will complete an in-house item analysis to determine the areas for improvement.
- We will continue the inquiry cycle to specifically look at the needs of our SWD and target them throughout the year.
- We will also hold an after school and Saturday academy for SWD. A curriculum will be designed to address the deficiencies of our students based on the analysis of the aforementioned data.
- Finally, we will reflect on our work when we evaluate the results of a final endline assessment of Achieve3000, Performance Series endline, 2012 NYSESLAT results, and the 2012 NYS ELA exam.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The parent members of the SLT, in conjunction with the pedagogical members of the SLT, will conduct a parent meeting about the Common Core State Standards in both English and Spanish, which is our second most dominant language group of our student and parent population. During this meeting, parents will learn about the CCSS and how they can help their children prepare and practice the skills needed at home.
- We will have Aris ParentLink workshops conducted in both English and Spanish in order to involve our parents of ELLs in their children's academic progress as thoroughly as possible

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- We will offer professional development and provide information as often as courses are offered for college credit in the content areas that teachers are instructing.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

Below, please find the budget categories MS 118 has used to support this goal and action plan:

- Title I SWP
- TL Fair Student Funding
- TL IEP Teacher
- TL NYSTL Hardware
- TL NYSTL Library Books
- TL NYSTL Software
- TL NYSTL Textbooks
- TL Parent Coordinator
- TL Parent Coordinator OTPS

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the ELL student group will increase in the percentage of students that are in the 75th growth percentile or higher in ELA from 31.5% at or above 75th growth percentile to 43% at proficiency as compared to the 2011 NYS ELA examination.

Comprehensive needs assessment

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

We did not make AYP in this subject area for this subgroup on our NYS Report Card in 2009-1010. This has historically been an area of need in our school, and we again are focusing on this area as these are the students that struggle most with making significant gains on the ELA exam.

Additionally, this will help us improve our Student Progress section on the NYC Progress Report by increasing the percentage of students making significant progress. On our 2010-2011 NYC Progress Report, we got 16.0 points out of 60 possible points on the Progress section. More specifically, our Median Adjusted Growth Percentile for ELA was 65, which put us at a 22.2% out of our peer range. Additionally, for our lowest third, the Median Adjusted Growth Percentile was 66, which put us at only 4.8% out of our peer range. The majority of our English Language Learners are part of our lowest third, and therefore if we boost the numbers of students that make the 75th growth percentile, this will increase our score for Progress.

Thirdly, we will receive additional credit in the "Closing the Achievement Gap" section of the NYC Progress Report if we make this progress with these students. In 2010-2011, 31.5% of our ELL students were at the 75th growth percentile or higher, while in order to receive additional credit we needed at least 42.9% of our ELLs to make this significant progress. Therefore, not only will this focus boost our Student Progress section of the Progress Report, but it will also increase our likelihood of receiving additional credit. This will clearly be a benefit to our school and to our ELL students.

These needs are consistent with our students' results on the NYSESLAT exam, where our students struggle most in the reading and writing sections of the NYSESLAT versus the listening and speaking. In fact, many of our ELLs are currently classified as Limited English Proficient due to their scores on the reading and writing sections, while they are proficient in listening and speaking.

Based on discussions with our teachers of ELLs, we find that our ELLs struggle much more in the reading and writing modalities in the classroom, while they may show grade level work in their mathematics classrooms.

Instructional strategies/activities

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

d) timeline for implementation.

- Beginning in September, 2011, all teachers will analyze the Item Analyses of the state exams for their students. This is especially pertinent to our teachers of English Language Learners, who will focus on using this tool to create specific plans to address the skill deficiencies of our English Language Learners.
- In September, 2011, all teachers of English Language Learners will be trained on the use of Achieve3000, which is a tool that provides differentiated non-fiction articles on the same topic to students at their instructional reading levels. Achieve3000 provides specific support to our ELL students in various ways. There is a setting for “Spanish Support”, which provides native language scaffolding for newly arrived ELLs with a home language of Spanish. Additionally, it provides differentiated reading support for all ELLs. Thirdly, it supports our students as they take NYS ELA exam, which is becoming progressively based on the Common Core State Standards, which have a significant focus on non-fiction reading.
- The ESL teacher will conduct Running Records on all ELL students to determine areas of weakness in fluency and comprehension and to track progress throughout the year. This data will be input into the Reading Tracker, which will be used to tabulate and analyze the data. The ESL teacher will design specific strategies to address the needs of the ELL students based on this data.
- In January, 2012, we will review the progress that our ELL students have made based on their Achieve3000 reading levels. Additionally, the Performance Series interim assessment data will be reviewed, and we will compare the results of the first assessment done in October-November with the second assessment. Based on this information, we will re-evaluate our plan for our ELLs and improve it as necessary.
- In January, 2012, we will administer a practice NYS ELA exam as a midline assessment and evaluate our students’ progress towards meeting standards. We will complete an in-house item analysis to determine the areas for improvement.
- We will continue the inquiry cycle to specifically look at the needs of our ELLs and target them throughout the year.
- We will also hold an after school and Saturday academy for ELL students. A curriculum will be designed to address the deficiencies of our students based on the analysis of the aforementioned data.
- Finally, we will reflect on our work when we evaluate the results of a final endline assessment of Achieve3000, Performance Series endline, 2012 NYSESLAT results, and the 2012 NYS ELA exam.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The parent members of the SLT, in conjunction with the pedagogical members of the SLT, will conduct a parent meeting about the Common Core State Standards in both English and Spanish, which is our second most dominant language group of our ELLs. During this meeting, parents will learn about the CCSS and how they can help their children prepare and practice the skills needed at home.
- We will have Aris ParentLink workshops conducted in both English and Spanish in order to involve our parents of ELLs in their children’s academic progress as thoroughly as possible.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- We will offer professional development and provide information as often as courses are offered for college credit in the content areas that teachers are instructing.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

Below, please find the budget categories MS 118 has used to support this goal and action plan:

- Title I SWP
- Title I Translation SWP
- Title III LEP
- TL Fair Student Funding
- TL NYSTL Hardware
- TL NYSTL Library Books
- TL NYSTL Textbooks
- TL Parent Coordinator
- TL Parent Coordinator OTPS

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, all ELA and Math teachers will implement standards-based Common Core tasks to begin the process of implementing the Common Core Learning Standards aligned to the 2011-2012 Citywide Instructional Expectations.

Comprehensive needs assessment

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

In order to improve student work in response to the rising Common Core State Standards which NYS has adopted, all teachers must implement tasks based on these standards. This will increase the level and amount of student work based on the Common Core State Standards, in preparation for full implementation by 2014.

Additionally, although as a building, we have historically made AYP on our NYS State Report Card for our overall student population in both ELA and Mathematics, we recognize the importance of adjusting our teaching to provide our students with the tools that it takes to meet the rigorous Common Core State Standards. By implementing Common Core State Standards based tasks in ELA and Math, our teachers will be able to look critically at the standards, look at current student performance, and develop teaching strategies to push our students towards meeting and exceeding these standards. Additionally, we will prepare our teachers to go through the inquiry cycle with the Common Core State Standards as a focus.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Firstly, our CCSS Pilot team will continue their work that they began in 2010-2011 in working with integrating the text complexity strand of the CCSS into their collective shared classroom. Specifically, these teachers will collaborate with DOE consultants and with AP Piotrowski to develop ELA questioning techniques that will push their students towards meeting standards of grade level text complexity. In particular, this group will work with a class of 8th graders that all members of the team teaches. In order to support these teachers, they are teaming together under the guidance of AP Piotrowski to plan approaches for the team. The teachers will continually assess their progress as strategies and interventions are implemented, and in a more formal way by using the results from Achieve3000 and ELA monthly benchmark assessments. At the end of the year, their progress will be measured by the growth shown on the Achieve3000 measure, NYC Interim Assessments, ELA Benchmark assessments, and the results of the NYS ELA exam.
- The ELA Department will be working specifically to improve alignment between the curriculum map and the CCSS. First, the curriculum map was redesigned using the CCSS as a guide beginning in the spring of 2011. Currently, the map is being implemented. In order to support teachers in implementing this curriculum for all students, professional development is offered in the UFT Teacher's Center on an ongoing basis.
 - All students will be assessed on ELA monthly benchmark assessments, which are designed to show student progress towards meeting the CCSS

delineated on the curriculum map for that month. These results are tabulated and reviewed in detail by all teachers in order to create targeted intervention plans for any individual or groups of students to address skill or knowledge deficiencies.

- Additionally, students will be assessed on the Achieve3000 benchmark assessments to establish whether progress is being made towards meeting those standards. This will be conducted during a baseline, midline, and endline assessment times.
 - Finally, during each of the 3 units of study, students will be completing portfolio pieces that will be assessed based on the CCSS. Teachers will be supported in the implementation and assessment of portfolio pieces through professional development conducted in the UFT Teacher's Center. These will be conducted at least once during each unit of study.
 - Finally, teachers will be implementing the NYC DOE created CCSS tasks for all students as a midline assessment in January. Teachers will be offered Professional Development in how to prepare their students particularly for taking these assessments, as well as in implementing these tasks. Teachers will also collectively look at student work produced through these assessments in order to garget the gaps in student performance and expectations of the CCSS.
- The Math Department will be working specifically to improve alignment between the curriculum map and the CCSS. First, the curriculum map was redesigned to incorporate both the current NYS State Math Standards and the CCSS. Currently, the map is being implemented. In order to support teachers in implementing this curriculum for all students, professional development is offered by the AUSSIE consultant working with the math department and with AP Dyer, who is the director of the math department, on an ongoing basis.
 - All students will be assessed on monthly Math benchmark assessments, which are designed to show student progress towards meeting the CCSS and NYS State Standards delineated on the curriculum map for that month. These benchmark assessments were created by teachers on the math team. These results are tabulated and reviewed in detail by all teachers in order to create targeted intervention plans for any individual or groups of students to address skill or knowledge deficiencies.
 - Additionally, during each units of study, students will be completing portfolio pieces that will be assessed based on the CCSS. Teachers will be supported in the implementation and assessment of portfolio pieces through professional development conducted in the UFT Teacher's Center. These will be conducted at least once during each unit of study.
 - Finally, teachers will be implementing the NYC DOE created CCSS tasks for all students as a midline assessment in January. Teachers will be offered Professional Development in how to prepare their students particularly for taking these assessments, as well as in implementing these tasks. Teachers will also collectively look at student work produced through these assessments in order to garget the gaps in student performance and expectations of the CCSS.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The parent members of the SLT, in conjunction with the pedagogical members of the SLT, will conduct a parent meeting about the Common Core State Standards in both English and Spanish, which is our second most dominant language group of our students. During this meeting, parents will learn about the CCSS and how they can help their children prepare and practice the skills needed at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- We will offer professional development and provide information as often as courses are offered for college credit in the content areas that teachers are instructing.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

Below, please find the budget categories MS 118 has used to support this goal and action plan:

- ARRA RTTT Citywide Instructional Expectations
- Contract for Excellence FY 09
- Title I SWP
- TL Fair Student Funding
- TL Parent Coordinator
- TL Parent Coordinator OTPS

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	153	153	0	0	9	0	18	0
7	170	170	0	0	17	0	21	0
8	161	161	0	0	18	0	23	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	We use a Kaplan Learning Services program called Kaplan Focus on Reading, and Kaplan Focus on Writing program for all of our at-Risk Students. These services are delivered in small groups of fewer than 10 students. These services are delivered during Extended Time.
Mathematics	We use a Kaplan Learning Services program called Kaplan Focus on Mathematics program for all of our at-Risk Students. These services are delivered in small groups of fewer than 10 students. These services are delivered during Extended Time.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	The at-risk students are seen by a guidance counselor either in a small group or one-on-one, depending on the student needs. They are seen in counseling sessions that are tailored to their individual needs during the school day.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	The at-risk students are seen by a social worker either in a small group or one-on-one, depending on the student needs. They are seen in counseling sessions that are tailored to their individual needs during the school day.
At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Support

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Support:

- 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 Support:

- 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.

Comment [jj]: This is the first CEP that I have received that I had very little editing to do. Thank you for taking the time to do this correctly.... Nice job!

Comment [jj]: Spelling & Grammar check have been run on entire document and changes have been made for you.

Comment [jj]: Please review the comments and make any modifications needed. Once modifications have been made and you delete the comment boxes you may upload your CEP to www.iplanportal.com by December 1st. If you have not registered to the portal you must register first. Two emails were sent to each principal from noreply@iplanportal.com via DOE email with the principal's registration information. If these emails were deleted or cannot

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X118 **School Name:** JHS 118 WILLIAM W NILES

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

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

Category: Basic Focused Comprehensive

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

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

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

ELA for SWD:

Our SWD are not making AYP in ELA for a variety of reasons. We recognize that our students are struggling mostly with reading skills, including finding the meaning of unknown words in context and using structural clues to make meaning. We have recognized this by analyzing the prior year's item analysis, analyzing student work and compiling the data.

ELA for LEP Students:

We have found that our LEP students are not making AYP in ELA for a variety of reasons. Most specifically, we recognize that our students are struggling with their reading skills, including vocabulary and deciphering meaning using the structure of non-fiction. We have recognized this by analyzing the prior year's item analysis, analyzing student work and compiling the data.

These needs are consistent with our students' results on the NYSESLAT exam, where our students struggle most in the reading and writing sections of the NYSESLAT versus the listening and speaking. In fact, many of our ELLs are currently classified as Limited English Proficient due to their scores on the reading and writing sections, while they are proficient in listening and speaking.

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

For SWD and LEP students in ELA, we will implement the following interventions:

- Beginning in September, 2011, all teachers will analyze the Item Analyses of the state exams for their students. This is especially pertinent to our teachers of students with disabilities and , who will focus on using this tool to create specific plans to address the skill deficiencies and to address the IEP goals for each student.
- In September, 2011, all teachers of students with disabilities and teachers of ELLs will be trained on the use of Achieve3000, which is a tool that provides differentiated non-fiction articles on the same topic to students at their instructional reading levels. Achieve3000 provides specific support to our SWD in various ways. It provides differentiated reading support for all SWD. Additionally, it supports our students as they prepare to take NYS ELA exam, which is becoming progressively based on the Common Core State Standards, which have a significant focus on non-fiction reading.

- The teacher of SWD will conduct Running Records on all SWD to determine areas of weakness in fluency and comprehension and to track progress throughout the year. The teachers of SWD will collaborate to design specific strategies to address the needs of these students based on this data.
- In January, 2012, we will review the progress that our SWD have made based on their Achieve3000 reading levels. Additionally, the Performance Series interim assessment data will be reviewed, and we will compare the results of the first assessment done in October-November with the second assessment. Based on this information, we will re-evaluate our plan for our SWD and improve it as necessary.
- In January, 2012, we will administer a practice NYS ELA exam as a midline assessment and evaluate our students' progress towards meeting standards. We will complete an in-house item analysis to determine the areas for improvement.
- We will continue the inquiry cycle to specifically look at the needs of our SWD and target them throughout the year.
- We will also hold an after school and Saturday academy for SWD. A curriculum will be designed to address the deficiencies of our students based on the analysis of the aforementioned data.
- Finally, we will reflect on our work when we evaluate the results of a final endline assessment of Achieve3000, Performance Series endline, 2012 NYSESLAT results, and the 2012 NYS ELA exam.

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.

For professional development in literacy, we are using the 10 percent of the Title I funds for professional development by hiring an AUSSIE consultant. This consultant comes twice weekly to work with teachers in improving their use of literacy instruction in the classroom across content areas with a special focus on the implementation of the Common Core State Standards. For example, the AUSSIE consultant creates professional development activities for teachers to push the rigor of the literacy instruction across the content areas. The consultant also creates individualized plans for teachers and supports them in their implementation.

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

We have a Teacher Center Mentor that works with all new teachers, with a specific focus on creating professional development plans based on literacy in the classroom. Additionally, the AUSSIE consultant works with all teachers in providing professional development opportunities as well as one-to-one mentoring, with a specific focus on including rigorous literacy instruction in all content areas. The item analysis is used to notice trends, and all professional development and mentoring is designed to address these deficiencies. A major part of the mentoring program is designed to develop Data Driven Inquiry Systems.

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

First, we will send a School Messenger to all parents that there will be a letter backpacked home. Next, we will send parent notification letters in both English and Spanish, in accordance with our school's demographics. This letter will reflect that our school is a School In Need of Improvement (Focused, Improvement Year 1). A follow-up School Messenger/email will be sent out to remind parents to reach out to the school with any questions regarding our SINI Improvement Year 1, Focused status. In addition, the Parent Coordinator will hold a meeting that will be given in both Spanish and English to answer any questions about the school improvement interventions and programs. In order to ensure that the letter is written in a language that parents can understand, we will ask the parent members of the SLT to review the letter prior to its distribution.

**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 Jose Ruiz/Rudy Rupnarain	District 10	Borough Bronx	School Number 118
School Name William Niles Middle School			

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

Principal Elizabeth Lawrence	Assistant Principal Megan Franco
Coach type here	Coach type here
ESL Teacher Jacqueline Padilla	Guidance Counselor type here
Teacher/Subject Area Michael Lee/Bilingual Sp Ed	Parent type here
Teacher/Subject Area Cielo Camargo/Bilingual Sp Ed	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1156	Total Number of ELLs	131	ELLs as share of total student population (%)	11.33%
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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. 

Identification of English Language Learners is an ongoing process throughout the school year. The process begins at enrollment, when Michael Lee, the ELL Coordinator who is a teacher with a license in Special Education with a Bilingual (Spanish) Extension, administers the HLIS and conducts an informal oral interview in English and in Spanish, when the family's native language is Spanish. If the native language is not Spanish or English, then we use other translation resources, whether they be in-house or using the translation services provided by the Department of Education. In house, we have teachers that speak other languages, in addition to the numerous staff members that can provide translation services in Spanish.

The RLAT report is used to generate a list of current ELL's to be tested. When administering the NYSESLAT exam, teachers are given a timetable for testing the speaking component, as this is done on a 1-1 basis with students being pulled out by one of our three bilingual/ESL pedagogues. The other three components are done on a school wide level with similar procedures as with the other NYS Assessments. They are done in accordance with the timetable set forth by the DOE, and in their homeroom classes, which provides students with as much time as necessary without interruption from the changing of classrooms.

When students are identified as with a home language other than English through the HLS, and they are identified with a home language of Spanish, we administer the Spanish LAB and the LAB-R with the same procedures. Jacqueline Padilla administers these exams within 10 days of enrollment in our school. After the student completes the exams, we then hand score the documents to determine eligibility in an ELL program. Upon completion of hand scoring, which is usually within 1 school day of completion of testing, Michael Lee sends a letter in the parents' preferred language that describes the results of the exams, and indicates the child's entitlement to receive ELL services. This letter also briefly outlines the 3 program choices available in the New York City Department of Education: TBE, Dual Language, and ESL. Additionally, this letter invites the parents to an orientation session at the school. Attached to this letter, we also enclose a parent survey and program selection form in the parent's native language. The parents are requested to return this letter at the parent orientation session or to return it to the school if they are not available for the parent orientation session.

During the Parent Orientation Session, which is conducted by the ELL Coordinator, Assistant Principal, and the Parent Coordinator, we present the video to the parents from the EPIC program in the parents' native language, if it is available. If it is not available, then, the video is presented in English and efforts are made to ensure that the parents understand their rights and the options available to them. After viewing the video, the parents are then able to ask questions about the process to the Parent Coordinator and to the ESL Coordinator. Then, the parent makes a selection on the Parent Survey and Program Selection Form. If the program that the parent has selected is available in our school, then we will place the child in that program. If the selected program is not available in our school, we advise parents about this fact and remind them that if they would like to keep their child in our school, they will be enrolled in a Freestanding ESL program. If they would like to transfer their child to another school that has the desired program, we direct them to the district. All students will be placed in a program within 10 school days of enrollment. If a parent does not attend the Parent Orientation Session or return the Parent Survey and Program Selection Form, the student is automatically placed in a TBE class on the

grade level, if it is available. If it is not available, the student will automatically be placed in an ESL class. If a parent is unable to attend a Parent Orientation Session, the Parent Coordinator and the ELL Coordinator share responsibility in reaching out to the parent through telephone calls and letters sent home in the native language to ensure that parents are made aware of their rights and options.

Michael Lee collects, tracks, and stores all of the Parent Surveys and Program Selection forms in order to keep track of parent preferences to create programs that are responsive to parents' needs. If more than 15 students from two contiguous grades return parent surveys showing a request for a TBE program, a class will be formed. Copies are made of the Parent Surveys and Program Selection forms, and placed into the students' cumulative records.

Should a class previously not offered in our school open up due to the parent selection process, parents are informed via letter and phone call outreach by our Parent Coordinator, Diana Owens. At this point, parents will meet with our ELL Coordinator, Michael Lee, Parent Coordinator, and any administrators whose academy is affected by the programming change. Parents will be reminded of their original choice, informed that a class offering their first choice is now available, and be given a detailed explanation of the impact it will have on their child's current academic program and/or academy.

Our ELL Coordinator, Michael Lee sends home placement letters, entitlement letters, and continued entitlement letters, to all ELL's, and Non-Entitlement letters to all ELL's that passed the NYSESLAT last year. Students sign a form indicating the letters that were sent home. This signature sheet, along with copies of all letters are stored with other ELL documents in our ELL Binder maintained by Michael Lee.

ELL students are placed in classes depending primarily on parent choice after they have become familiar with the 3 program choices through the use of Parent Orientation Sessions and the EPIC information provided in the native language when possible. Once the parent has been made aware of the options in the Department of Education, students are placed into the program that the parent has selected. If we do not offer a program that the parent has selected, we will file the completed survey form and inform the parents that because we do not offer that program, we can offer placement in a Freestanding ESL program. Additionally, if a parent chooses, the parent may request to transfer the student to another school in the district that does offer the desired program.

Parent Selection forms from 2010-2011 are kept and on record, as are the ones from 2011. The trend is for parents to select TBE as their preferred class setting, and in fact all of the parents of students who were administered the Lab-R and shown eligible for ELL services chose TBE as their first choice. Fortunately, this year all but one student was in the 7th grade, and therefore space was available in our 7th grade TBE classroom. The remaining student, who is in the 6th grade, was placed in Freestanding ESL when his parents declined to pursue a transfer to another community school with a 6th grade TBE class.

In an effort to align our school program offerings with parent choice, this year when documentation regarding continuing ELL services was sent home to parents, they were informed of three Parent Orientations, one in the morning, one in the afternoon, and one in the evening to allow parents more input into the education of their child. Of the parents who attended one of these orientations, all but one parent had their first choice aligned to their child's placement at our school. Consequently, that student will be moving from a TBE to a freestanding ESL placement following the proper documentation and procedures relating to that student's IEP.

In planning for the 2012-2013 academic year we have created an Excel spreadsheet to track the responses, and we will use this information to plan for the future classes. Because our school is a community school, we have open communication with the feeder schools in our neighborhood, and can use the information they give us about incoming 6th graders along with the information from our Parent Selection forms to make hiring decisions based on our school's current and prospective educational needs.

In order to determine continued eligibility in an ELL program from year to year, all ELL students take the NYSESLAT. The Testing Coordinator, Courtney Ware, works with the ELL Coordinator, Michael Lee, to identify all ELLs that need to be tested, including X-coded Special Education ELLs. These students will be tested according to the NYSESLAT Testing Memorandum each year. These results will be used to make instructional decisions in the classroom, as well as to determine eligibility for ELL programs for the following year.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	56
SIFE	13	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	31

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. [i](#)

	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	21	4	3	7	2	7	7	0	7	35
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	4	3	48	3	26	24	0	10	96
Total	45	8	6	55	5	33	31	0	17	131

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								35						35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	35	0	0	0	0	0	35						

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

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							43	14	27					84
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu							1							1
Arabic									1					1
Haitian								1						1
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	47	17	32	0	0	0	0	96

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Throughout the various programs in our school for our ELLs, we have created different instructional plans to meet the needs of all of our students in all of the settings that we offer. In our TBE program, we have a 7th grade TBE CTT class and a 7th grade Self-Contained 12:1:1 TBE Special Education class. In these two programs, our two licensed Bilingual Special Education teachers provide the Special Education support for all of our IEP students in mathematics and ELA/NLA. In our CTT class, content teachers collaboratively teach with the Bilingual Special Education teachers to create a strong instructional program with scaffolded and differentiated instruction to meet the needs of all students in the class (ELLs with IEPs and ELLs without IEPs).

Our ESL program consists of one 6th grade Self-Contained ESL classes. All students in this class are at a beginner or intermediate level according to the results of last year's NYSESLAT. Therefore, one of our Special Education teachers, Cielo Camargo, who also holds an ESL license pushes into that classroom 8 periods a week to give support in all subject areas. The rest of our Freestanding ESL classes are done through a pull-out method. These ELL students are in official classes with non-ELL students and they travel to their classes as a block. The ELL students are provided with services by a TESOL licensed teacher, Jacqueline Padilla. The ESL groupings are sometimes homogeneous and sometimes heterogeneous, meaning that when the ESL teacher pushes into a classroom, the grouping is heterogeneous because there are often students with different English Language Proficiencies in the same official class. However, when the ESL teacher pulls students out of a class, the groupings are homogeneous in structure in order to focus more specifically on skills deficiencies that the students have in common.

In our TBE program, the staff has been organized to be able to provide the mandated number of minutes of NLA, ESL, and ELA to each student. In the Self-Contained TBE Special Education class, the two Bilingual Special Education teachers teach the students all of the subjects. Therefore, they coordinate clearly on how best to structure the language of instruction. These two teachers collaboratively plan and are able to provide continuity of instruction based on the students' needs. For example, if the ESL/NLA teacher has instructed the students in ESL for 90 minutes, the math or science teacher may instruct in the native language for 45 minutes. Therefore, the students build their native language literacy, English language literacy, and content knowledge every day. The collaborative nature of the teachers allows the students to be supported in their native language and, in a scaffolded way, learn English while still being supported in their learning of content knowledge. The native language support continues into the content areas, and often content is introduced in the native language or introduced in English while being supported by the native language.

In our TBE CTT program, the support of two teachers in the class at the same time facilitates differentiation of language, content, and product. The teachers in the CTT class provide differentiated support for the ELLs at the various levels of English Language acquisition

A. Programming and Scheduling Information

within the class by dividing into small groups within the classroom. Therefore, the students at the beginning level receive instruction 40% in English and 60% in Spanish, while the intermediate level students receive instruction 50% English and 50% Spanish and the advanced students receive instruction 25% in Spanish and 75% in English. All aspects of the class are scaffolded and differentiated, and our bilingual teachers write into their lesson plans the differentiation plans for varying groups of native language support. Therefore, it can explicitly be seen in the lesson plans the differentiated native language support in each classroom. In the content areas, the students are always supported by both a content area teacher and a Bilingual Special Education teacher. These two teachers plan their lessons collaboratively, and therefore are able to utilize many different strategies to make the content comprehensible to ELLs.

In both of our TBE programs, the native language can be used to introduce concepts. Again, this is done through either the whole class mini-lesson or through differentiation in smaller groups. When the content is introduced in English, however, it is done using ESL methodologies and is always highly scaffolded. For example, teachers of ELLs always model tasks for students to provide an example of how students should complete the tasks. Students are always explicitly pre-taught vocabulary using pictures and realia to illustrate concepts clearly through contextualization. Teachers support students by helping them build a schema for new information. Then, the concepts are taught through activities that will allow the students to gain understandings of the content and to support the English language development. An example of an activity of this type of would be text representation to transform a difficult genre into an easier genre to produce. Additionally, as the students gain understanding of the concepts, they are asked to show their understanding in a variety of ways to provide multiple opportunities and media to gain deeper knowledge and to prove their understanding. Finally, the students are asked to perform metacognition to ensure that students are conscious of the strategies that they have used to complete a certain task.

Mathematics in our TBE program is taught in both English and Spanish utilizing copies of Impact Math, Mathematics Handbooks, and Skill Builder workbooks, in both languages. It is a unique opportunity for students to learn valuable ESL strategies and enforce ELA skills, while accessing the mathematics curriculum. To facilitate this, note taking in mathematics has been modified this year with the introduction of guided note taking. All notes are printed beforehand and distributed to the class for use during the day's lesson. This method is highly successful with ELL students because it eliminates the time needed to copy notes, and lets students give 100% of their attention to the all the visual cues the teacher has put into the lesson to enhance English language acquisition. Further, it focuses on comprehension of mathematical ideas, and allows students the opportunity to be involved in guided reading during every math lesson. As part of this method, new vocabulary is introduced at the beginning of each lesson when necessary, and the approach to learning this new vocabulary has been established in the classroom with the use of a 4-part vocabulary graphic organizer. So, at the beginning of a lesson that requires the understanding of a new word, each student hears the word, writes their own definition, identifies the part of speech, gives an example, and finally uses the new word in a sentence. Lastly, the use of a mathematics journal has been key to helping ELL students work out mathematics problems and afford them valuable practice engaging in metacognitive exercises, expressing their thoughts, questions, and reasoning in their native language and transitioning to English.

In our ESL program, all of our students have been programmed to work with the TESOL licensed teacher for the appropriate number of periods as per CR Part 154. For example, all of our beginning and intermediate level students have been scheduled to receive either push-in or pull-out support from the ESL teachers for eight periods of 45 minutes per week. Our advanced level students have been scheduled to receive either push-in or pull-out services for four periods of 45 minutes per week. The ESL teacher provides native language support to the extent possible. The ESL teacher also provides vocabulary and content support for all of the content areas. She collaborates with the content area teachers and is aware of the curriculum being taught in each grade level, and supports the students with the types of vocabulary that they will encounter, as well as different types of writing that is used across the content areas.

Formative assessments are made available to students in their native language whenever possible. For example, our periodic school wide diagnostic assessment is done online through the Performance Series, which is available in Spanish. Teacher made assessments are translated into Spanish for students in the TBE program and students are always allowed the use of their Spanish-English dictionary during assessments.

In our ESL program, all of the content areas are taught in English using ESL methodologies and supports. Teachers are provided with professional development on the types strategies and methodologies that can be used to make content accessible to ELLs. This professional development will be discussed in greater detail later in this document.

Currently, in our school we have 13 SIFE students that are current ELLs. Of these students, 5 of these students are in Special Education or

A. Programming and Scheduling Information

CTT classes. The teachers of these students work with these students in a small setting or group, to overcome any knowledge or skill gaps that are holding them back academically in comparison with their peers. The teachers use various methodologies, similar to the ones described above, to help the students access the content that has been missed.

Out of the 8 other SIFEs in our school, 3 of them have been in the country for less than 2 years, and through summative and formative assessments, are showing progress in English language acquisition. These students receive ESL services coupled with the scaffolded support from their content teachers, and have been able to progress without much difficulty. The other 5 SIFEs are struggling academically in their content classes, even though they are being supported by the ESL teacher 8 periods per week. To support these

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)		
<p>100% 75% 50% 25%</p> <p>For our ELLs in US schools less than 3 years, we have specific plans to jump start their English language development. The Newcomers at our school need specific academic vocabulary development, as well as the need for all 4 modalities to be involved in all lessons. Therefore, our ESL teacher works with these students to provide them with the academic vocabulary that will be used in their content areas. Additionally, the ESL teacher works with students to teach them vocabulary that will be repeated across content areas. Then, the teacher specifically works with students to improve their grammatical structure and reading abilities using ESL methodologies. Additionally, the ESL teacher works with all students to ensure that they understand the content that will appear on the ELA test. The ESL teacher also works with students to ensure that they understand the content that will appear on the ELA test.</p>			
	Dual Language		
<p>100% 75% 50% 25%</p> <p>For our ELLs that have been in US schools for 4-6 years, we look at the modality report and find that these students generally struggle with writing. While the content of a piece of writing might be at grade level, the structure and organization of the piece is usually not up to par. Therefore, for our students that are in this range, we provide them with writing support to ensure that they are able to write at grade level.</p>			
	Freestanding ESL		
<p>100% 75% 50% 25%</p> <p>For our ELLs that have been in US schools for 4-6 years, we look at the modality report and find that these students generally struggle with writing. While the content of a piece of writing might be at grade level, the structure and organization of the piece is usually not up to par. Therefore, for our students that are in this range, we provide them with writing support to ensure that they are able to write at grade level.</p>			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

In our school, our Long-Term ELLs are not passing the NYSESLAT in the reading/writing modality. In their cases, it is most usually a combination of reading and writing that is holding them back. Generally, the ESL teacher works with these students to focus on writing

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?

Because the vast majority of the ELLs we service are Spanish speaking, we have purchased Achieve 3000 as a targeted ELA-Science-Social Studies intervention for all of our ELLs. This program allows teachers to first assess a student's reading level in English and Spanish, and then assign individual reading assignments on one topic for the whole class. The program differentiates the text by the student's individual reading level, but keeps the information in the text uniform across all students. This program tracks their reading level throughout the year, and modifies itself as students improve their reading comprehension skills.

No ELL services at this time will be discontinued.

A Programming and Scheduling Information

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No ELL services at this time will be discontinued.

We have targeted our support for our ELLs in ELA towards students that have been in the country for 4-6 years or for 6 or more years, because these are our students that have not progressed adequately in their English language acquisition and in their literacy in general. Therefore, we have developed targeted interventions to address the areas that our ELL students have struggled with consistently on the ELA exams. In looking at these standards, we have designed a curriculum to be used during Extended Time with this sub-group of ELLs to boost their scores. Additionally, part of the targeted intervention is the work that the ESL teacher is doing with the students regarding organization of writing. This year we are implementing a new program called Reading Tracker for our ELLs. This is a program that is linked with ARIS to show student progress in their reading level. ESL teachers are required to perform running records three times a year, once in september, once in January, and once in June. With the Reading Tracker system, ESL teachers report directly to ARIS, a student's reading level three times a year, their strengths and weaknesses, and strategies the teacher plans on using to build off these strenghts and remediate these weaknesses. Through the use of this tool, ESL teachers can better group and differentiate their lessons based not only on reading level, but individual strengths and weaknesses.

To address declining test scores citywide, we are now using a well designed and popular NYS ELA and Mathematics intervention from Kaplan. Each teacher attended professional development before school started, on the features and usage of this intervention. A curriculum map was created by Kaplan in conjunction with administration at our school to use this intervention 4 times a week, twice for ELA and twice for mathematics. This is in no way a replacement for instruction, but a supplemental program that is linked to the pacing calendars of our mathematics and ELA departments to provide the much needed link between what standards and skills students are learning in the classroom to how these standards and skills will appear in formal test questions. This intervention is well geared towards our ELL's and includes instructional modifications and strategies to teachers of ELLs.

In terms of providing continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we group our former ELLs with our current ELLs in official classes. That way, when the ESL teacher is pushing into a class, she is aware of the students that are former ELLs and may need some extra support, and can plan to support them in the reading, writing, and vocabulary building that may still be difficult. Additionally, when the content area teacher collaborates with the ESL teacher surrounding the progress of ELLs, the teachers can also strategize around ways to make the content accessible not only to the current ELLs but to the former ELLs as well. Additionally, testing accomodations and modifications that were available to out ELLs are continued during this 2 year transitional period

Our biggest improvement in the ELL department is working more specifically with assessment data and using it to create a targeted plan for each child and group of children. This will be used to target our curriculum and lessons to the specific needs of the students. Additionally, we will be focusing on a 2 afternoon a week afterschool program specifically targeting ELLs in ELA. Therefore, we will be using data analysis from the state assessments to find the areas in which the ELL students are struggling, and will hire teachers that are experienced in working with ELLs to design creative lessons using ESL methodologies to make this content comprehensible to all ELL students. We will

B. Programming and Scheduling Information--Continued

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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)?

N/A

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.

The ESL Coordinator will provide professional development opportunities for all teachers that work with ELLs. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

- October : NYS TESOL Conference. Workshops to be attended are as follows: Enhancing English Learning Through Grammar, The Overlap between Special Education and Part 154, Family Involvement: Creating a Strong Home to School Connection and Enhancing English Learning: Connecting Common Core Standards through Art
- October : CCSS and instructional best practices for ELLs
- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing
- March: QTEL Strategies
- March: National TESOL Conference
- April: NYSESLAT Preparation
- May: SIFE Students

In order to ensure that professional development opportunities are given to all of our staff relating to ELLs as per the Jose P. requirements, we allot portions of our professional development days on Election Day, and Chancellor's Day, as well as the three other half-days throughout the year. An excel spreadsheet is maintained by the ELL Coordinator, Michael Lee to keep track of the hours each teacher is completing, and when 7.5 hours are met a letter is placed in their file indicating they have met their requirement. Staff at anytime can request to attend professional development opportunities offered by they DOE, UFT, or other agencies to meet this requirement and these hours are accounted for on the spreadsheet as well.

Our guidance counselors work extensively with the students and teachers to prepare them from the transition from middle to high school. Because of the increased level of independence necessary for success in high school, we work with our 7th and 8th grade ELLs to develop organizational systems that will help them to be successful in this transition. Additionally, we teach students about the vocabulary needed to understand the first few days of high school that they might not have heard in middle school: credits, Regents, etc.

Additionally, guidance counselors research and visit secondary schools with programs targeted to ELLs to ensure that recommendations can be made to students who will need continued English Language support after they graduate. Guidance counselors then generate a list of these secondary schools to give to homeroom teachers, and our Parent Coordinator and members of the Parent Association. Guidance counselors also do multiple classroom visits to inform and assist students in the High School selection process.

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E. Parental Involvement

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

Our Parent Association is very active in our school with members helping our Parent Coordinator daily. Our monthly meetings are times for our parents to voice their concerns and needs in a supportive environment where many other parents share the same concerns and can communicate in their home language. In general, since our ELL population is mostly Spanish speaking, there are members of the Parent Association present in the school on a daily basis to provide translation services when needed, and when the language is not Spanish, the school utilizes one of our many multilingual pedagogues to help translate in languages such as French, Greek, and Arabic. Of course, when there is an event planned and we know ahead of time that translation services will be needed in a language other than Spanish, we utilize the translation unit of the NYC DOE.

MS 118 has a very strong Parent Association which is led by the Parent Coordinator, Diana Owens. Diana is bilingual in Spanish and

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Because the vast majority of the ELLs we service are Spanish speaking, we have purchased Achieve 3000 as a targeted ELA-Science-Social Studies intervention for all of our ELLs. This program allows teachers to first assess a student's reading level in English and Spanish, and then assign individual reading assignments on one topic for the whole class. The program differentiates the text by the student's individual reading level, but keeps the information in the text uniform across all students. This program tracks their reading level throughout the year, and modifies itself as students improve their reading comprehension skills.

No ELL services at this time will be discontinued.

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We have targeted our support for our ELLs in ELA towards students that have been in the country for 4-6 years or for 6 or more years, because these are our students that have not progressed adequately in their English language acquisition and in their literacy in general. Therefore, we have developed targeted interventions to address the areas that our ELL students have struggled with consistently on the ELA exams. In looking at these standards, we have designed a curriculum to be used during Extended Time with this sub-group of ELLs to boost their scores. Additionally, part of the targeted intervention is the work that the ESL teacher is doing with the students regarding organization of writing. This year we are implementing a new program called Reading Tracker for our ELLs. This is a program that is linked with ARIS to show student progress in their reading level. ESL teachers are required to perform running records three times a year, once in september, once in January, and once in June. With the Reading Tracker system, ESL teachers report directly to ARIS, a student's reading level three times a year, their strengths and weaknesses, and strategies the teacher plans on using to build off these strenghts and remediate these weaknesses. Through the use of this tool, ESL teachers can better group and differentiate their lessons based not only on reading level, but individual strenghts and weaknesses.

To address declining test scores citywide, we are now using a well designed and popular NYS ELA and Mathematics intervention from Kaplan. Each teacher attended professional development before school started, on the features and usage of this intervention. A curriculum map was created by Kaplan in conjunction with administration at our school to use this intervention 4 times a week, twice for ELA and twice for mathematics. This is in no way a replacement for instruction, but a supplemental program that is linked to the pacing calendars of our mathematics and ELA departments to provide the much needed link between what standards and skills students are learning in the classroom to how these standards and skills will appear in formal test questions. This intervention is well geared towards our ELL's and includes instructional modifications and strategies to teachers of ELLs.

In terms of providing continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we group our former ELLs with our current ELLs in official classes. That way, when the ESL teacher is pushing into a class, she is aware of the students that are former ELLs and may need some extra support, and can plan to support them in the reading, writing, and vocabulary building that may still be difficult. Additionally, when the content area teacher collaborates with the ESL teacher surrounding the progress of ELLs, the teachers can also strategize around ways to make the content accessible not only to the current ELLs but to the former ELLs as well. Additionally, testing accomodations and modifications that were available to out ELLs are continued during this 2 year transitional period

Our biggest improvement in the ELL department is working more specifically with assessment data and using it to create a targeted plan for each child and group of children. This will be used to target our curriculum and lessons to the specific needs of the students. Additionally, we will be focusing on a 2 afternoon a week afterschool program specifically targeting ELLs in ELA. Therefore, we will be using data analysis from the state assessments to find the areas in which the ELL students are struggling, and will hire teachers that are experienced in working with ELLs to design creative lessons using ESL methodologies to make this content comprehensible to all ELL students. We will

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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)?

N/A

D. Professional Development and Support for School Staff

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

The ESL Coordinator will provide professional development opportunities for all teachers that work with ELLs. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

-October : NYS TESOL Conference. Workshops to be attended are as follows: Enhancing English Learning Through Grammar, The Overlap between Special Education and Part 154, Family Involvement: Creating a Strong Home to School Connection and Enhancing English Learning: Connecting Common Core Standards through Art

-October : CCSS and instructional best practices for ELLs

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-December: Vocabulary Development Strategies for Teachers of ELLs

-January: The Use of the Native Language with ELLs

-February: Strategies to Improve ELL Academic Writing

-March: QTEL Strategies

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-April: NYSESLAT Preparation

-May: SIFE Students

In order to ensure that professional development opportunities are given to all of our staff relating to ELLs as per the Jose P. requirements, we allot portions of our professional development days on Election Day, and Chancellor's Day, as well as the three other half-days throughout the year. An excel spreadsheet is maintained by the ELL Coordinator, Michael Lee to keep track of the hours each teacher is completing, and when 7.5 hours are met a letter is placed in their file indicating they have met their requirement. Staff at anytime can request to attend professional development opportunities offered by they DOE, UFT, or other agencies to meet this requirement and these hours are accounted for on the spreadsheet as well.

Our guidance counselors work extensively with the students and teachers to prepare them from the transition from middle to high school. Because of the increased level of independence necessary for success in high school, we work with our 7th and 8th grade ELLs to develop organizational systems that will help them to be successful in this transition. Additionally, we teach students about the vocabulary needed to understand the first few days of high school that they might not have heard in middle school: credits, Regents, etc.

Additionally, guidance counselors research and visit secondary schools with programs targeted to ELLs to ensure that recommendations can be made to students who will need continued English Language support after they graduate. Guidance counselors then generate a list of these secondary schools to give to homeroom teachers, and our Parent Coordinator and members of the Parent Association. Guidance counselors also do multiple classroom visits to inform and assist students in the High School selection process.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	17	4					29
Intermediate(I)							17	10	12					39
Advanced (A)							22	18	7					47
Total	0	0	0	0	0	0	47	45	23	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	4	2				
	I							2	5	1				
	A							28	15	7				
	P							14	14	13				
READING/ WRITING	B							7	10	4				
	I							17	10	12				
	A							15	18	6				
	P							6	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	19	5	0	41
7	23	9	0	0	32
8	12	17	0	0	29
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	10		19		15		0		44
7	17		17		5		0		39
8	5		22		3		1		31
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	22		35		35		4		96
8	11	2	10		2		0		25
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	8	4	1				
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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10x118 **School Name:** William Niles Middle School

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

In order to assess the translation and interpretation needs of our school for our ELLs, we access the RNMR report on ATS. For an overview of the translation and interpretation services that we will anticipate for the year, we look to the RHLA. This data shows us exactly which home languages other than English we will have a need for translation or interpretation services. In order to assess the translation and interpretation needs of our school for our ELLs, we access the RNMR report on ATS. For an overview of the translation and interpretation services that we will anticipate for the year, we look to the RHLA. This data shows us exactly which home languages other than English we will have a need for translation or interpretation services. The language breakdown is as follows:

Language	6th Grade	7th Grade	8th Grade
Afrikaans	1	1	2
Akan	0	1	1
Albanian	4	4	2
Arabic	1	0	1
Bengali	24	22	25
Chinese	1	1	1
English	205	200	199
French	4	0	6
Fulani	0	0	3
Ga	0	0	1
Gujarati	0	1	0
Haitian Creole	0	1	0
Hindi	0	1	0

Ibo	0	1	1
Indonesian	0	1	0
Italian	0	0	1
Korean	0	2	0
Macedonean	0	1	0
Malinke	1	0	0
Philipino	0	0	2
Seneca	0	0	2
Serbo-Croatian	0	1	2
Spanish	145	160	128
Swahili	1	0	0
Tigre	0	0	1
Twi	0	0	3
Urdu	1	3	0
Uzbek	1	0	0
Vietnamese	1	0	0
Unknown	1	0	1

The data is further analyzed using a RESI report where we can see which students are linked to which home languages. A report is generated for each homeroom teacher, and outreach is done by homeroom teachers and/or administration involved with the academy the student is in. Staff assess if the parents of the student they directly service have a translation or interpretation need, and share this information with the rest of the staff in their academy.

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

From the data we can see that of our population of parents who speak languages other than English, approximately 87% speak Spanish. The next largest subgroups in the population would be French and Bengali. Our Parent Association (PA) is representative of all the students and their cultures at MS 118, however in the event that our PA is not aware of a specific translation or interpretation need, this information is reported annually to the Parent Coordinator, PA, and administration when data is analyzed in the creation of the LAP and CEP.

Part B: Strategies and Activities

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

Written translation services are provided in-house by pedagogues or other staff members. When the home language of a student is not known by any staff member, outreach is made by the administrator of the academy or our Parent Coordinator to assess whether communication in English is acceptable. In the rare case that it is not, the DOE translation unit is utilized on a case by case basis when timing allows for advanced notice.

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

Oral translation is done in much the same way as written. Data is analyzed via the reports listed above at the beginning of the year and outreach is made to assess whether parents feel comfortable communicating in English. Usually parents indicate that they have a home language other than English but can communicate with teachers and administrators in English when they come to the school or receive a phone call. When they indicate that they will need interpretation services for a face to face visit, or phone call, we again utilize the staff members we have who are fluent in that language. Interpretation services are also provided by members of our PA during the day, and in the evenings at events and meetings. When we have neither staff, nor parent volunteers fluent in a foreign language, we will employ the DOE translation unit when timing allows for advanced notice.

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>.

In order to ensure that parents are informed of all their rights afforded to them under Section VII of Chancellor's Regulations A-663, parents are given the Bill of Parent Rights and Responsibilities during our open school night in September of each year, and then again during the distribution of our first term report cards during our parent-teacher conferences in November. Postings on our greeting bulletin board inform parents of the translation and interpretation services available to them, and considerations/accommodations are made in the school's safety plan for parents who speak languages other than English.

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: The afterschool program will consist of 4 ESL/Bilingual certified teachers, 1 teacher certified in Bilingual Special Education, 1 teacher certified in ESL and Bilingual Special Education, one teacher certified in ESL, and one teacher certified in ESL and ELA. This year, we are targetting the 55 students in the 6th, 7th, and 8th grades that are receiving 4-6 years of ELL services because they are at risk for becoming long-term ELLs. All of these 55 students will be invited to participate, however due to bussing issues and the inevitable rejections by parents of this service, we will then draw students from the 31 whom are already long term ELLs to fill in the roster. This program will begin in November 2011 and run through May 2012 with teachers meeting with students 2 times a week for 1 hour each session. The focus of instruction from November - April will be on reading and writing for the NYS ELA exam. We will be using the Achieve 3000 program to do this as it allows us to differentiate by lexile score in English, and at the same time provide native language support when necessary. Writing intervention will focus on essay and long answer writing in response to pictures, prompts, and non-fiction text supplied by the Achieve 3000 program. After the NYS ELA exam in April, students will continue to use the Achieve 3000 program to strengthen their reading fluency and rate, but begin an intensive workshop designed specifically for the components of the NYSESLAT exam. We will use the NYSESLAT test prep book as well as other teacher designed interventions. Further data analysis of the modality breakdown for the NYSESLAT scores from last year will be utilized to dictate the focus of these lessons.

Part C: Professional Development

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

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

Begin description here: The ESL Coordinator will provide professional development opportunities for all teachers that work with ELLs. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

- October : NYS TESOL Conference. Workshops to be attended are as follows: Enhancing English Learning Through Grammar, The Overlap between Special Education and Part 154, Family Involvement: Creating a Strong Home to School Connection and Enhancing English Learning: Connecting Common Core Standards through Art
- October : CCSS and instructional best practices for ELLs
- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing

Part C: Professional Development

- March: [QTEL Strategies](#)
- March: [National TESOL Conference](#)
- April: [NYSESLAT Preparation](#)
- May: [SIFE Students](#)

[At no cost to Title III.](#)

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: MS 118 has a very strong Parent Association which is led by the Parent Coordinator, Diana Owens. Diana is bilingual in Spanish and English, which is extremely important for engaging our largest language group. Because the parents of ELLs, both current and former, struggle with the English language, and often, other literacy issues that may cause them hardship in helping their children in school, we offer many opportunities to encourage the parents to come into the school to learn alongside their children. For example, we offer bilingual computer courses in Spanish and English. We also offer courses in using ARIS ParentLink, which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of the school based and network teams to provide workshops and services to ELL parents.

Socially, our parents of ELLs are very involved at the school. Their presence in the Parent Coordinator's office is constant, and their dedication to, and pride in our school seems limitless. These members of our Parent Association volunteer their time to assist other Spanish speaking parents order and buy school uniforms, assist with book fairs, our annual mother/son and father/daughter dances, teacher appreciation dinners and receptions, and open school nights. This visible involvement of parents of ELLs in our school instills in our students a sense of belonging that is often difficult to achieve when they are struggling with the native language, and shows the positive influence of our ELL community.

We gauge the needs of the parents during our monthly PA meetings. These meetings are held in the evening and they are run by the Parent Coordinator and the Parent Association president and cabinet. The parents then come together to form an assessment of the needs of the parents, and the Parent Association brings these needs to the School Leadership Team.

Generally, over the years, we have found that the parents have been in need of educationally based support, such as literacy courses, computer workshops, and homework help sessions. Many parents, especially parents of ELLs, are not sure to participate in their child's schooling if they do not speak the language. We have provided courses and meetings to let parents know that they should be reading with their child in the native language, or having the students read to the parents in English or in the native language. Additionally, we have helped parents work on how to help their child with homework, even if the homework is in English. Recently, with the Computers for Youth program in our school, we have offered parents classes on how to monitor their child's activity online, and use the educational software

Part D: Parental Engagement Activities

accessible to their child on the computer that was provided for their home.

At no cost to Title III.

Part E: Budget

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

Allocation Amount: \$14100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	9789.12	<u>4 teachers x 2 hours/week x 27 weeks x \$45.32/hours</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	4310.88	<u>Achieve 3000 License to use with ELLs</u>
Travel		
Other		
TOTAL	14100	