



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_CASTLE HILL MIDDLE SCHOOL\_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_11X127\_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_HARRY SHERMAN\_\_\_\_\_ **EMAIL:** \_\_\_\_\_HSHERMA@SCHOOLS.NYC.GOV\_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ELIZABETH WHITE\_\_\_\_\_

### 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
Harry Sherman	*Principal or Designee	
Gail Anderson	*UFT Chapter Leader or Designee	
Lakesha Stuldivant	*PA/PTA President or Designated Co-President	
Gloria Keaton	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Melvin	Member/CSA	
Doris Vives	Member/UFT	
Chantelle Quiles	Member/Parent	
Brenda Strong	Member/Parent	
Jenny Byam	Member/Parent	
Charlotte Jenkins	Member/Parent	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**70% of students, including 70% of Hispanic Students, 70% of English Language Learners, 70% of Students With Disabilities, and 70% of economically disadvantaged students will make one level of progress annually on ELA skills aligned to the Common Core Learning Standards, as measured by growth on CCLS aligned tasks designed to assess those skills.**

### **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.

On the 2011 School Progress Report, MS 127 scored a D in Student Performance with 30% of students at proficiency in ELA, and a C on Student Progress with a median adjusted growth percentile of 64%, placing 11X127 at 34% of the peer range. 11X127 did not meet AYP in 2011 in ELA for All Students, for Hispanic and Latino Students, for Students With Disabilities, for Limited English Proficient Students and for Economically Disadvantaged Students.

### **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.

### **Use of Data & Instructional Strategies**

- ELA teachers will conduct WRAP (Writing and Reading Assessment Profile) on each student in September. Teachers will record and analyze the results for the purpose of small group instruction placement and to monitor reading progress.
- ELA teachers will set goals with groups of students based on assessment results and desired outcomes (September), and monitor progress with quarterly meetings (December, March, May), documented in Student Assessment Portfolio's (SAP's)
- Administration will meet with ELA teachers to review data and goals, and collaboratively devise strategies and support to meet goals, and monitor progress with midyear meetings
- Acuity Predictive (January) and Diagnostic ITA's (Instructionally Targeted Assessments – November, March) provides item skills analysis to further inform individual student instructional needs.
- Analysis of student work via weekly grade & department meetings, and group student conferences, to determine ongoing instructional

needs and strategies. (September through June.)

- Quarterly Progress reports issued to students and parents showing specific performance on assessments and areas for continued growth Curriculum and Instruction
- Emphasis on Reader's & Writer's workshop to individualize instructional supports for every student
- Ongoing review and development of grade level curriculum maps to guide instruction.
- Utilize weekly grade & department meetings to develop quarterly standardized ELA pre and post tasks and rubrics by grade level (September/October, November/January, February/March, April/June) aligned to CCSS, which create authentic assessments, develop common expectations, promote sharing of strategies & practices and provide a fully triangulated feedback loop for students, staff and students when added to classroom assessments and Acuity data.
- Utilize weekly grade & department meetings to develop tasks, rubrics, norm expectations using student work and use an inquiry based model to address presented student learning needs

Staff Development:

- Ongoing support of staff by Literacy AP (from September to June) to ensure effective implementation of best literacy practice
- Ongoing support of staff from AIS coordinator (from September to June) to ensure effective implementation of best classroom intervention practices and timely referral for additional school resources, via weekly Academic Intervention Team Meetings, including small group instruction (provided by AIS coordinator)
- Ongoing support of staff from ELA Supervisor (from September to June) to ensure access to up to date strategies, practices and requirements and to support timely compliance
- Specific targeted workshops, inter-visitations and instructional rounds based on results of periodic ELA teacher surveys
- Utilize weekly grade & department meetings to focus on the application of best practices in independent and small group reading/writing strategies, development and implementation of CCSS in unit and lesson planning and classroom practice
- Modeling of lessons by administrators, lead teachers, coaches and exemplar teachers to promote development of best practices. Use of inter visitation so teachers receive feedback from peers on development of strategies and best practices.
- Implementation of short, frequent cycles of observation and feedback using Danielson's Framework for Teaching as a research based model.

Progress Monitoring

Quarterly, unified tasks aligned to CCLS, October, January, March, June. Collaboratively developed, standards based and uniform rubric to show at least 70% of students making at least 1 level of progress in standards addressed per quarter from pre-task to support overall skill development

Additional components to specifically support ELL students, Students With Disabilities, Hispanic Students and Economically Disadvantaged Students:

- (LAP addresses Action Plan components for ELL students as well)
- By December: Mainstream self-contained SWD students in major subject areas and movement of students in self-contained to fill CTT and multiple SETSS seats to create LRE. IEP teacher implements.

- September – June: Teachers of SWD and ELL participate in all data, instructional and professional development activities as described above.
- October – March: All SWD and ELL students, and Hispanic and Economically Disadvantaged Students that scored a 2 or lower in ELA are invited to ELA Saturday school instruction. Assistant Principal implements.
- September – June: ELL classes restructured around grade rather than language proficiency or dual language/ESL instruction based on requests of parents.
- September 7, Election Day PD: With two modern computers and Smartboards in every classroom, and an available ipad lab, teachers are being trained to use Acuity, instructional and translation apps, and Smartboards to individualize instruction in ELA. Teachers and coaches facilitate.
- September – June: PD on writing flexible IEPs that allow students to be served according to their true individual needs with the resources available at the school.
- September – June: Professional Development and collaboration on up to date practices around developing academic vocabulary for ELL students.
- September – June: Professional Development and collaboration on up to date practices around effective ICT classrooms with support from the network.

**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 coordinator will work collaboratively with the elected parent title one representative to arrange and provide workshops, tutoring, training, and supports to families in such areas as adult literacy, computer literacy training, student homework help and new curriculum training. These workshops will take place in and around the school during the school day, in evenings, on the weekend, and during holidays to reach out to all available parents. Translation services will be provided where appropriate. These efforts will support parents in supporting their children in academic success.

**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 foster professional engagement through Academy and teacher team Meetings, grade meetings and inquiry groups where student work, standards, curriculum, and best practices are discussed and shared and where input into better ways of meeting the needs of students and staff is sought. These practices will demonstrate to staff that they are valued professionals. Teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters. Teachers will be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. Teachers will receive mentoring from

experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.

**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.

Students have access to SES services that provide high quality supplemental instruction and are housed in the school. Students have access to enrichment and tutoring OST program through the Sports and Arts program funded with federal, state and local grants to improve school engagement. 11X127 partners with the local library to ensure students have access to academic resources outside of school. 11X127 partners with PENCIL to engage students in career trips that allow them to explore diverse career opportunities and better understand the academic path to those career goals. 11X127 partners with numerous grant supported arts residencies including Theater for a New Audience, The Creative Arts Team, Musica De La Camera and Urban Arts Beat to engage students artistic affect in the learning process.

**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.
- Literacy AP, \$97.735, funded with Tax Levy
- 1.4 Teachers, \$139,811 with fringe, funded with C4E fy'09, program "Mshs Struct Changes"
- 2.6 Teachers, \$199,730 with fringe, funded with title 1, program "supplemental periods of instruction"
- Cost of one period from every ELA teacher program, distributed across all teacher salaries, for collaboration and planning at weekly grade and department teacher-team meetings (as indicated in Schedule section below)
- Title III plan to support Saturday School instruction and instructional resources

**Schedule:**

- Students will have a minimum of seven periods a week of ELA (nine in grade six), with a minimum of two double periods (three in grade six) for the facilitation of differentiation strategies.
- ELA teachers will be programmed in small, teacher led learning communities of no more than six classes, to facilitate opportunities for collaboration on student academic and developmental needs and sharing of best practices, interdisciplinary efforts, shared extracurricular units, inter-visitation, etc.
- ELA teachers will participate in weekly grade and department teacher-team meetings of two periods: one teaching period (covered) and one professional assignment period (split professional assignment approved by SBO).

## 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.

**70% of students, including 70% of Hispanic Students, 70% of English Language Learners, and 70% of Students With Disabilities, will make one level of progress annually on Math skills aligned to the Common Core Learning Standards, as measured by growth on CCLS aligned tasks designed to assess those skills.**

### **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.

On the 2011 School Progress Report, MS 127 scored a D in Student Performance with 41% of students at proficiency in Math, and a C on Student Progress with a median adjusted growth percentile of 55%, placing 11X127 at 23% of the peer range. 11X127 did not meet AYP in 2011 in Math for All Students, for Hispanic and Latino Students, for Students With Disabilities, and for Limited English Proficient Students.

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

### **Use of Data & Instructional Practices**

- Math teachers will conduct baseline skills assessment to support differentiation strategies
- Math teachers will set goals with groups of students based on assessment results and desired outcomes (September), and monitor progress with quarterly meetings (December, March, May), documented in Student Assessment Portfolio's (SAP's)
- Administration will meet with Math teachers to review data and goals, and collaboratively devise strategies and support to meet goals, and monitor progress with mid year meetings
- Acuity Predictive (January) and Pre-Post testing provides item skills analysis to further inform individual student instructional needs.
- Teachers will collaboratively develop and administer quarterly authentic tasks coherent with CCSS, to assess specific learning needs and monitor progress
- Analysis of student work, including quarterly tasks, via weekly grade & department meetings, and group student conferences, to determine ongoing instructional needs and strategies. (September through June.)
- Quarterly Progress reports issued to students and parents showing specific performance on assessments and areas for continued growth Curriculum and Instruction

- Emphasis on Differentiating process and content to individualize instructional supports for every student
- Specific targeted workshops, inter-visitations and instructional rounds based on results of November Math teacher surveys
- Ongoing review and development of grade level curriculum maps to guide instruction.
- Utilize weekly grade & department meetings to develop quarterly standardized Math pre and post tasks and rubrics by grade level (September/October, November/January, February/March, April/June) aligned to CCSS, which create authentic assessments, develop common expectations, promote sharing of strategies & practices and provide a fully triangulated feedback loop for students, staff and students when added to classroom assessments and Acuity data.
- Utilize weekly grade & department meetings to develop tasks, rubrics, norm expectations using student work and use an inquiry based model to address presented student learning needs

#### Staff Development:

- Ongoing support of staff by Math Coach (from September to June) to ensure effective implementation of best practice
- Ongoing support of staff from Math Supervisor (from September to June) to ensure access to up to date strategies, practices and requirements and to support timely compliance
- Weekly grade and department meetings for collaboration and professional development
- Specific targeted workshops, inter-visitations and instructional rounds based on results of periodic Math teacher surveys
- Utilize weekly grade & department meetings to focus on the application of best practices in independent and small group instructional strategies, development and implementation of CCSS in unit and lesson planning and classroom practice
- Modeling of lessons by administrators, lead teachers, coaches and exemplar teachers to promote development of best practices. Use of inter visitation so teachers receive feedback from peers on development of strategies and best practices.
- Implementation of short, frequent cycles of observation and feedback using Danielson's Framework for Teaching as a research based model.

#### Progress Monitoring

Quarterly, unified tasks aligned to CCLS, October, January, March, June. Collaboratively developed, standards based and uniform rubric to show at least 70% of students making at least 1 level of progress in standards addressed per quarter from pre-task to support overall skill development

#### Additional components to specifically support ELL students, Students With Disabilities and Hispanic students:

- (LAP addresses Action Plan components for ELL students as well)
- By December: Mainstream self-contained SWD students in major subject areas and movement of students in self-contained to fill CTT and multiple SETSS seats to create LRE. IEP teacher implements.
- September – June: Teachers of SWD and ELL participate in all data, instructional and professional development activities as described above.
- October – March: All SWD and ELL students, and Hispanic students scoring a 2 or lower on the Math exam, are invited to Math Saturday school instruction. Assistant Principal implements.
- September – June: ELL classes restructured around grade rather than language proficiency or dual language/ESL instruction based on

requests of parents.

- September 7, Election Day PD: With two modern computers and Smartboards in every classroom, and an available ipad lab, teachers are being trained to use Acuity, instructional and translation apps, and Smartboards to individualize instruction in Math. Teachers and coaches facilitate.
- September – June: PD on writing flexible IEPs that allow students to be served according to their true individual needs with the resources available at the school.
- September – June: Professional Development and collaboration on up to date practices around developing academic vocabulary for ELL students.
- September – June: Professional Development and collaboration on up to date practices around effective ICT classrooms with support from the network.
- September – June: Hired a Math teacher who is bilingual in Spanish and hired a Math teacher who is Bilingual in Bengali. Bengali teacher pushes in with 7<sup>th</sup> and 8<sup>th</sup> grade ELL math class to support instruction.

#### **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.

In addition to letters, automated phone calls and parent conferences to address chronic absenteeism and potentially support parenting techniques, 11X127 will also make numerous efforts to engage parents in the learning community in a way that fosters overall improved attendance. This includes but is not limited to fairs, festivals, shows, dances, celebrations, honor assemblies, ceremonies, athletic events and ceremonies designed to attract parents to become more involved in their child's academic environment. These overall efforts are designed to improve school environment, engagement and attendance by fostering trust and shared investment in the learning community.

#### **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 foster professional engagement through Academy and teacher team Meetings, grade meetings and inquiry groups where student work, standards, curriculum, and best practices are discussed and shared and where input into better ways of meeting the needs of students and staff is sought. These practices will demonstrate to staff that they are valued professionals. Teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters. Teachers will be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. Teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional

development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.

**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.

Students have access to SES services that provide high quality supplemental instruction and are housed in the school. Students have access to enrichment and tutoring OST program through the Sports and Arts program funded with federal, state and local grants to improve school engagement. 11X127 partners with the local library to ensure students have access to academic resources outside of school. 11X127 partners with PENCIL to engage students in career trips that allow them to explore diverse career opportunities and better understand the academic path to those career goals. 11X127 partners with numerous grant supported arts residencies including Theater for a New Audience, The Creative Arts Team, Musica De La Camera and Urban Arts Beat to engage students artistic affect in the learning process.

**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.
- Math Coach, Average teacher salary \$73,365, funded with Title I SWP, program: "Improved Teacher Quality and Effectiveness, 10%" (with fringe, \$99,865)
- .8 Teachers, \$79,892 with fringe, funded with C4E fy'09, program "Mshs Struct Changes"
- Cost of 1 Teacher, \$99,865 with fringe, funded with title 1, program "Supplemental Periods of Math Instruction"
- Cost of one period from every Math teacher program, distributed across all teacher salaries, for collaboration and planning at weekly grade and department teacher-team meetings (as indicated in Schedule section below)
- F Status mentor for math teachers, funded with title 1, \$25,538, Program "Mentoring"
- Title III plan to support Saturday School instruction and instructional resources

**Schedule:**

- Students will have a minimum of seven periods a week of Math (nine in grade six), with a minimum of two double periods (three in grade six) for the facilitation of differentiation strategies.
- Math teachers will be programmed in small, teacher led learning communities of no more than six classes, to facilitate opportunities for collaboration on student academic and developmental needs and sharing of best practices, interdisciplinary efforts, shared extracurricular units, inter-visitation, etc.
- Math teachers will participate in weekly grade and department teacher-team meetings of two periods: one teaching period (covered) and one professional assignment period (split professional assignment approved by SBO).

### 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.  
**The school's learning environment will be improved so that student attendance is improved from 91.9% to 93%.**

#### **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.

11X127 scored a C in environment on the CEP. Attendance in 2010-2011 was 91.9%, placing 11X127 at 28% of the Peer Range. Survey results were all between 35% and 45%. Targeting attendance to improve overall environment is a strategic decision as improved attendance reflects improved investment and environment by all constituent groups.

#### **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.

Principal, Assistant Principals, Pupil Personnel secretary, school aides, school guidance counselors and social worker will meet monthly. Attendance plan requires that a report is printed from ATS for all students with open 407s, as well as any student with a set threshold of absences and lateness, which is modified monthly. Each student's case is reviewed carefully. Letters are sent home indicating that attendance is poor and requiring the guardian to meet with the assistant principal. Every case is also assigned to someone on the attendance team for direct follow-up. In addition postcards are sent home and phone calls made by the school aides for every absence. Patterns of absence are also reviewed by class and grade, and administration and guidance provide classroom follow up. Students with perfect attendance each marking period are recognized with a certificate and assembly, as well as a student/parent breakfast. They are also entered into a raffle drawing for a year end prize. Teachers and Academy leaders will receive detailed monthly reports on attendance.

During monthly attendance meetings a report is printed with a threshold of at-risk attendance (ie five cumulative absences by the end of October) to monitor progress of at-risk students. Detailed monthly reports on attendance will be reviewed, disaggregated by class, grade, Academy and population. Attendance list is reviewed by the Principal daily. Cumulative attendance is reviewed monthly.

**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 coordinator will work collaboratively with the elected parent title one representative to arrange and provide workshops, tutoring, training, and supports to families in such areas as adult literacy, computer literacy training, student homework help and new curriculum training. These workshops will take place in and around the school during the school day, in evenings, on the weekend, and during holidays to reach out to all available parents. Translation services will be provided where appropriate.

**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 foster professional engagement through Academy and teacher team Meetings, grade meetings and inquiry groups where student work, standards, curriculum, and best practices are discussed and shared and where input into better ways of meeting the needs of students and staff is sought. These practices will demonstrate to staff that they are valued professionals. Teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters. Teachers will be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. Teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.

**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.

Students have access to SES services that provide high quality supplemental instruction and are housed in the school. Students have access to enrichment and tutoring OST program through the Sports and Arts program funded with federal, state and local grants to improve school engagement. 11X127 partners with the local library to ensure students have access to academic resources outside of school. 11X127 partners with PENCIL to engage students in career trips that allow them to explore diverse career opportunities and better understand the academic path to those career goals. 11X127 partners with numerous grant supported arts residencies including Theater for a New Audience, The Creative Arts Team, Musica De La Camera and Urban Arts Beat to engage students artistic affect in the learning process. These programs support the 11X127 philosophy of supporting and engaging the whole child, and directly impact on improved student attendance. 11X127 also partners with local alternative educational programs for over age students to have alternatives when their attendance suffers due to lack of motivation and engagement.

**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.

Attendance teacher assigned to 11X127 two days a week, \$99,865, AIDP Attendance Shared.

School Aides who follow up on attendance daily with phone calls, letters, conferences, \$51,492, AIDP.

Parent Coordinator.

School Counselors.

School Administrators.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	168	168	150	150	55	0	0	33
<b>7</b>	155	155	140	140	145	0	0	120
<b>8</b>	160	160	130	130	170	0	0	130
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Extended Day: 50 minutes 3x per week. 10:1 gen. ed, 5:1 special ed.</b>  <b>Small group push in/ pull out: 10 groups 5x per week</b>  <b>After school-SASF Champions tutoring 1.5 hours 4x per week</b>  <b>Saturday Academy: 13 Saturdays, 90 minutes</b></p>
Mathematics	<p><b>Extended Day: 50 minutes 3x per week. 10:1 reg. ed, 5:1 special ed.</b>  <b>Small group push in/ pull out: 10 groups 3-5x per week</b>  <b>After school-SASF Champions tutoring 1.5 hours 4x per week</b>  <b>Saturday Academy: 13 Saturdays, 90 minutes</b></p>
Science	<p><b>Extended Day: 50 minutes 3x per week. 10:1 gen. ed, 5:1 special ed.</b>  <b>After school-SASF Champions tutoring 1 hour 4x per week</b></p>
Social Studies	<p><b>Extended Day: 50 minutes 3x per week. 10:1 gen. ed., 5:1 special ed.</b>  <b>After school-SASF Champions tutoring 1 hour 4x per week</b></p>
At-risk Services provided by the Guidance Counselor	<p><b>Small group counseling: 40 minutes 10x per week.</b>  <b>Class presentations: 80 minutes 1x per week.</b>  <b>College and Career readiness: College campus visits.</b>  <b>High School Visits.</b>  <b>Coordinated visits by Bronx Court, NYPD Great Program, mentoring programs, peer mediation.</b></p>
At-risk Services provided by the School Psychologist	<p><b>Small Group</b></p>

<b>At-risk Services provided by the Social Worker</b>	<b>Small Group</b>
<b>At-risk Health-related Services</b>	<b>Small group counseling: 40 minutes weekly. Individual counseling: 40 minutes weekly. Class presentations: 80 minutes weekly. Coordinated visits by Jacobi Medical Center, Planned Parenthood.</b>

**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.

---

**I. General Expectations**

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Castle Hill Middle School 127 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - parents and families of students will be provided with the opportunities to participate in school-based planning committees, and in School Leadership Teams.
  - Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
  - Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee
  
2. The Castle Hill Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
  - Orientation meetings will be held to present the overall goals of our, as well as, the goals of the academies, grades and class.
  
3. The Castle Hill Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment for the parents and family members.
- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. The Castle Hill Middle School 127 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. The Castle Hill Middle School 127 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers, and Parent Coordinator.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.
- Providing translation to help parents who have limited English proficiency.
- Conducting outreach activities for new parents and non-English speaking parents.

6. The Castle Hill Middle School 127 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
  - i. the State's academic content standards
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- The parents will be provided with workshops that address the content areas, school, district and regional level.
  - The parents will be provided with Professional development to enable all children to meet the City and State performance standards.
  - The parents will be provided with materials and supplies.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
- Providing life skill workshops
  - After school Parent Committee
  - Providing Parenting Workshops
  - Providing Web site information for Math
  - ARIS support has been and will continue to be provided
- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Encouraging parents and staff to network and communicate with each other.
  - Providing evening assemblies, weekend festivals and events, functions and school concerts, which can foster participation by the parents and school personnel together.
- d. The school will take the following action to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in the language the parents can understand:
- Parents will be notified through a monthly calendar, letters and flyers as the date and time of meetings and workshops to address parent programs and Instructional activities.
  - Letters are available in other translations if needed.
  - Telephone Numbers are also available for parent to contact the school and Parent Coordinator if need be.
  - Parent Bulletin Board located in the mail lobby is updated on a daily bases and displays; monthly school calendar, monthly school menu, information on parent/student resources, notices of workshops and upcoming events at school or at other locations, monthly CEC meeting notices.
  - Parent Coordinator sends out weekly/bi-weekly emails with important dates and information.

- Parents receive monthly “Parent Newsletter” sent home with students and emailed by the Parent Coordinator.
- The Department of Education Translation & Interpretation Unit is used by the Parent Coordinator, Pupil Accounting Secretary and Medical Room staff when needed.
- Upon registration the Parent Coordinator meets with the parent of the incoming student, providing information about the school and other resources.
- Upon registration of an ELL student, the Parent Coordinator and Assistant Principal meet with the parent for an ELL Parent Orientation. Providing the parent with “ELL Parent Information Packet” and ELL Parent information video is viewed at the time.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

In addition to the above described Parent Involvement Policy, Castle Hill Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.

- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA executive board ratification. This policy was adopted by the Castle Hill Middle School 127 on 07/12/2006 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November, 2010.

##### 1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### School - Parent Compact 2010-2011

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2010-2011.

#### **Required School-Parent Compact Provisions**

## SCHOOL RESPONSIBILITIES

The Castle Hill Middle School 127 will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- the establishment of smaller learning communities through the formation of four academic communities
- allow students, with parent approval, to apply to an academy that best meets the student's area of interest
- provide students and parents with the dates of city-wide and statewide assessments
- provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
- PPC committee to review and make recommendations for services for at risk students
- provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
- provide SAPIS intervention on an as need basis
- Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
- provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
- classroom instruction in the Point of Entry Model provides for whole class, small group, and independent work
  - provide Castle Hill Middle School Handbook to all students
  - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
  - IEP meetings with parents of Special Education students (on-going)
  - meetings with Grade 8 students and their parents to discuss graduation requirements and high school programs/options available
  - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
    - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
    - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress

- student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Section Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily
- meetings between parents and members of the child's Academy can be arranged to discuss progress
- the Attendance Office notifies parents if a child is absent or late twice in one week via weekly mailings
- the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
- bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
- letters notifying parents if their student is not making adequate yearly progress and is in danger of not being promoted to the next grade and/or graduating
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.
  - Academy Meetings (all students)
  - Grade Meetings (all students)
  - IEP reviews (Special Education students)
  - ELL meetings (English Language Learners)
  - special programs as communicated via letters and the school's monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
  - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
    - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
- provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - parents may contact the Parent Coordinator and volunteer their services to the school via the Learning Leader's program
  - make arrangements with teachers to assist during class trips
  - make arrangements with the Assistant Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
  - Honors and Awards Assemblies
  - Shakespeare Festival
  - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances

- Encourage attendance to extra-curricular events

### PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Support my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school
  - monitoring attendance and punctuality
  - talking with my child about his/her school activities everyday
  - scheduling daily homework time
  - providing an environment conducive for study
  - making sure that homework is completed
  - monitoring the amount and type of television my children watch
  - monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extra-curricular activities
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
- reading and discussing with my child everyday
- providing my child with a library card
- communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
- modeling respect for the cultural differences of others
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- supporting the school's discipline policy

- supporting the school's uniform policy
- expressing high expectations and offering praise and encouragement for achievement

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve academic achievement and achieve the State's high standards. Specifically, we will:

- come to school on time, ready to do our best and to be the best
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions
- participate in class discussions and activities
- be honest and respect the rights and possessions of others
- follow the school's and class' rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility
- use appropriate language within the school community
- follow the school's and specific academy's dress code
- ask for help when we don't understand something
- do our homework everyday and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes everyday outside of school time
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested

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

**School DBN:** 11x127    **School Name:** Castle Hill Middle School 127

*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:** X 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:**    X 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.

Failure to meet AYP in: Hispanic or Latino - ELA and Math, Students with Disabilities - ELA and Math, Limited English Proficient - ELA and Math, Economically disadvantaged - ELA.

We found a need for more effective differentiated instruction strategies and strategies to align IEP goals and needs to rigors of CCLS.

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.

Saturday Professional Development focused on additional support of implementation of the Charlotte Danielson Framework for teaching.

6 Days of Aussie Consultants to provide Professional Development designed to improve quality of classroom support to targeted subgroups and implementation of Charlotte Danielson Framework for Teaching.

---

### **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.

\$20,000 representing 100% of the grant will be spent on Aussie Consultants and Professional Development Workshop as indicated above.

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

New teachers are paired with veteran teachers and F-status teachers that have shown effective implementation of CCLS expectations.

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.

A letter will be back packed, e-mailed and mailed identifying the school as a SINI year 1, and identifying measures taken to address school needs. Letter will be translated into Spanish, Bengali, and will be accompanied by a DOE translation notice in all major languages.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz/Petrina Polazzo</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>127</b>
School Name <b>Castle Hill Middle School 127</b>			

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

Principal <b>Harry Sherman</b>	Assistant Principal <b>Felicia Yarber</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yvonne Dormer</b>	Guidance Counselor <b>Elida Espinal</b>
Teacher/Subject Area <b>Neri Sanchez/Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Joshua Mateo/Science</b>	Parent Coordinator <b>Isa Tejada</b>
Related Service Provider <b>Frank Severino</b>	Other <b>Anthony Blasini/Social Studier</b>
Network Leader	Other <b>Elaine Gonzalez/Science</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>720</b>	Total Number of ELLs	<b>74</b>	ELLs as share of total student population (%)	<b>10.28%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## 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. 

Paste response to questions 1-6 here

## Part II: ELL Identification Process

When a parent brings a child in to register, the parent is given the Home Language Survey by the Pupil Personnel Secretary. HLIS is an informal assessment which includes an oral interview in English and in the Native Language where possible, which is facilitated by the Assistant Principal of ELLs or an available trained pedagogue and the Parent Coordinator or Guidance Counselor who both speak spanish.. When an ELL student is registering at our school, often times the parent brings a translator. If not, we use a staff member to translate. We have staff members who speak Spanish, Bengali, Arabic, Greek and Urdu. If a parent speaks a language that is not represented within our school community, the Pupil Accounting Secretary calls an over the phone interpretation service to ensure a smooth process. There is a folder kept on file in the main office which includes,a teacher availability schedule, copies of checklists for intake and placement, copies of oral interviews, program placement and selection forms as well as the Parent Orientation "How-To Guide and the New York State LEP Identification Processs to help guide staff members with the process.

Once the parent finishes filling out the HLIS with the assistance of a trained pedagogue and the child is interviewed by a trained pedagogue, the information is used to identify students who require LAB-R testing. If the child does not require LAB-R testing as deemed by the home language survey and an oral interview, the process stops. The student is not an ELL. If the child is deemed an ELL based on the HLIS and the oral interview, the Assistant Principal or trained pedagogue and guidance counselor or Parent Coordinator takes the parent to the library for an orientation. During the first week of school, we set aside 11:00am each day for orientation in the library. and explain to the parent that their child will be tested on their language proficiency within 10 days and as a result of the test the child will be placed in the appropriate class setting based on the results and they will be informed by letter.They are told that after they select their program of choice, the placement is good for 1 year. The studentwill take the NYSESLAT exam in the spring and the students continued entitlement will be determined based on the results of this English Language Proficiency Exam. The parent wil then be made aware of the results and decide if they would like to continue with the same program placement or not. The Assistant Principal, Felicia Yarber or the available trained pedagogue ( we have a teacher who speaks Bengali to translate for the Bengali population and a teacher who speaks Urdu to translate for that population) with the assistance of the Parent Coordinator or Guidance Counselor who both speak spanish further orients the parents on the Transitional Bilingual Program, Dual Language Program and Freestanding ESL Program.by explaining that the Freestanding ESL program provides 100% of instruction in English with some native language support. The dual language program provides 50% of instruction in English and 50% of instruction in the students' native language and the Transitional Bilingual Program provides 60%of instruction in the student's native language and 40% of instruction in English. As the child becomes more proficient in English the teacher gradually provides more instruction in English and less instruction in child's native language. After the explanation of programs, the parent is then directed to view the "Orientation Video for Parents of English Language Learners" After the viewing, The Assistant principal asks if there are any questions. After addressing any questions if any, the parent is given a parent survey and program selection form on the spot to fill out in his/her native language..A trained pedagogue assists the parent with filling out the survey if necessary and collects the signed parent survey and program selection

form. At the end of the orientation, the pedagogue gives the program selection form to Ms. Yarber or places it in Ms. Yarber's mailbox. Ms. Yarber makes a copy for the ESL Compliance Binder and places the original in the child's cumulative file. In recent years, as can be seen by monitoring the ELL Admissions Program Data, which is kept in the ELL Compliance Binder located in Ms. Yarber's office, most parents have opted to place their children in our Freestanding ESL classes. Those who select otherwise are told that they have the option of placing their child in our ESL class, while we keep their application on file until we get the appropriate number of students to open a Bilingual class or Dual language class. They also have the option of placing their child in a school which already has the desired model in place. Within ten days, Ms. Sanchez administers the LAB-R and uses the results to determine the proper programming and scheduling for the student. If the student's dominant language is Spanish, Ms. Sanchez administers the Spanish Lab-R to those students within the ten day period. If the child does not score high enough to be placed in a monolingual setting, the student continues ESL services and takes the NYSESLAT each Spring until they score a proficient. Ms. Sanchez gives the student a copy of a Placement letter and an Entitlement letter. Ms. Sanchez gives the original to Ms. Yarber's mailbox. Ms. Yarber makes a copy of each for the ESL Compliance Binder and places the original in the student's cumulative file. If the student passes the LAB-R exam, Ms. Sanchez gives the student a letter to take home to parents and the original is placed in Ms. Yarber's mailbox. Ms. Yarber places a copy in the ESL Compliance Binder and places a copy in the student's cumulative file. When the results of the NYSESLAT are published, parents are then given a continuation of services letter if their child has not passed and a Non-Entitlement/Transitional letter if they have passed, which explains that they are still entitled to two more years of ESL services if they so desire. These letters are issued during the 2<sup>nd</sup> week of school, after the Assistant Principal and the teachers of ELLs have looked at the NYSESLAT results, Mr. Blasini gives the students who have not passed the NYSESLAT exam a Continued Entitlement letter with a tear off for parent's signature to take home to their parents and a Non-Entitlement/Transitional to students who have passed the exam. All students must sign a ROCL ATS report for documentation of receipt. Copies of the signed ROCL and returned letters with parent signatures are kept on file in the ESL compliance binder which is kept in Ms. Yarber's office. A week later, Mr. Blasini mails Continued Entitlement letters home to parents who have not returned them. Two weeks later, the Parent Coordinator makes another attempt by placing phone calls to the Spanish parents who have not returned the letters and a teacher who speaks Bengali makes the calls to the Bengali population. The same procedure applies for Non-Entitlement letters.

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

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

This year, we offered orientations during open school week and one on one as needed. We did this because last year we scheduled two orientations and the majority of our parents did not show up. It was challenging getting parents to come back for orientation after their children were already enrolled in school. However, we were still able to reiterate the ELL process as per Part 154 and the SED and the ESL methodologies in the classroom as well as explain all of the enrichment services we offer to assist in the preparation for the NYSESLAT. The orientations are facilitated by Assistant Principal, Parent Coordinator, or Guidance Counselor who both speak Spanish, a trained pedagogue, Yvonne Dormer, Bella Giustino, Anthony Blasini, Nery Sanchez, Abdul Hafiz, Joshua Mateo, Jennifer Frank Brooks, Yina Mercado or Elaine Gonzalez

In the spring, the testing coordinator, David Soares, gathers the NYSESLAT testing memos and materials and the RLER ATS report to determine students eligible for the NYSESLAT exam. David Soares and Felicia Yarber meet with all teachers of ESL students to discuss the administration and the scoring of the test. The ESL teacher, Ms. Dormer, administers the reading and writing component of the exam to all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders who are eligible to take the exam as per the RLER Advanced students who receive pull out ESL services from Ms. Giustino, a certified bilingual teacher, take the reading and writing component of the exam with their grade. A memo with the schedule of the exam is generated by the testing coordinator and distributed to all homeroom teachers with the schedule of the exam. The memo communicates the date, period, and room where the test will take place and asks that teachers send their students to the appropriate room on the designated date and at the scheduled time. Ms. Giustino, also a certified ESL teacher administers the reading and writing component of the test to students with disabilities whose IEPs mandate that they test in a smaller setting. The week prior to the exam, letters are distributed to all parents of ESL students to inform them of the exam. Ms. Dormer and Ms. Giustino remind the students of the exam. On the days of the exam, Mr. Soares checks with Ms. Dormer and Ms. Giustino before the start of the exam to make sure all students who are eligible to take the exam are in place. Students who are absent take the make-up with Ms. Giustino.

The 6<sup>th</sup> graders in V68, the freestanding ESL class, will take the listening and speaking exam with Ms. Sanchez, The 7<sup>th</sup> and 8<sup>th</sup> graders in L78 and L88, the freestanding ESL classes, take the listening and speaking component of the exam with Mr. Blasini. All advanced students who are in General Education classes take the listening and speaking component of the exam with Ms. Giustino. Ms. Dormer is the ESL teacher for V68, L78 and L88. It is feasible for her to administer the exam to those three classes during regularly scheduled ESL classes. Advanced students in General Education classes who are pulled by Ms. Giustino 4 times a week for ESL services will take the reading and writing component of the exam with V68, L78 or L88. There is room built in Ms. Giustino, Mr.

Blasini and Ms. Sanchez's program to offer extra support to our ELL population.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	12
SIFE	16	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	15	4	20	0	07	10	0	1	74
Total	44	15	4	20	0	7	10	0	1	74

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								9	13					22
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
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>						

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	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
<b>TOTAL</b>	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							14	9	13					36
Chinese									3					3
Russian														0
Bengali							8	11	11					30
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	0	0	0	0	0	0	22	22	30	0	0	0	0	74

## 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?

### Programming and Scheduling Information

English language Learners, in grades six through eight are placed in our Freestanding ESL classes. Classes are departmentalized and heterogeneously blocked. The program consists of 1 class of grade 6 ESL, 1 class of grade 7 ESL, and 1 class of grade 8 ESL. English is the language of instruction in the ESL program with native language support and resources. As per the NYS Part 154, All ESL classes receive 360 minutes per week of ESL instruction. When students have reached the Advanced English Proficiency level on the NYSESLAT, parents may opt to have their students mainstreamed into a General Education class, thus requiring pull-out services of 180 minutes per week of ESL instruction and 360 minutes per week of ELA. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills as we listen speak, read and write. Teachers implement the Point Of Entry Model of instruction and the implementation of best practices through accessing prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds, use of visuals, thematic instruction, storytelling activities, drama, oral dialogues, vocabulary instruction which includes a variety of methods, such as the Frayer model and Isabella Beck's Three Tier Vocabulary model of instruction which are designed to explore the relativity among words, word structure, word origin and word meaning.

In Social Studies, Science and Math, Tiered vocabulary is front loaded to provide scaffolded instruction. Social Studies, Science and Math are offered 225 minutes each per week and is used as a vehicle for English Acquisition and further development of literacy skills. Whenever possible, the instructor differentiates instruction and assessments according to the various modality proficiency levels within the class body. Students are grouped according to proficiency or language background. Some content area texts in Spanish are available for Spanish-Speaking new arrivals and beginners in English to receive content more fully with instructor's guidance. We have not been successful in obtaining texts in Bengali for our educational manufacturers are not producing the materials. We will continue to seek out resources in Bengali for our growing Bengali population. Opportunities within our content area classes allow constant practice of English usage, through turn and talks, discussions and interviewing and in reading, writing, listening and speaking activities allow instructors to monitor progress and tailor subsequent instructional strategies accordingly.

In ESL we differentiate for Newcomers and SIFE by using rigorous repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of simple texts, writing about themselves and their culture. Students listen to CD recordings, sing songs and dialogue with peers and teacher. Vocabulary is explicitly taught with the stressing of cognates and pictures as research by Margerita Calderon suggests is effective for English Language Learners, for vocabulary knowledge correlates with comprehension. There is deliberate concentration language acquisition through turn and talks, interviewing techniques and discussions. Wilsons is available for students who can read on a second grade level or above All newcomers are partnered with a buddy to help them

## A. Programming and Scheduling Information

with the transition of starting a new school in a new country.

For four-six year ELLs, students are provided high quality instruction in the areas of Reading, Language Arts, writing through use of textbooks and technology as well as other resources. Teacher implements instructional strategies that enable them to meet or exceed State English Language Art Exam and the NYSESLAT as well as satisfactory grades in all content areas.

. These students require academic intervention services. . As with all students, these particular students, activities/lessons need to be data-driven. This student needs to be provided with opportunities to work with partners/small groups/one on one with teacher. Teacher should frequently use the WRAP Assessment to identify instructional level. At this point, students will not be exempt from ELA State Tests. This student will require a variety of learning experiences to diagnose and remediate skills in reading and writing. Students are targeted for extended day services where their individual deficiencies are addressed according to performance tasks assessments. They are grouped homogenously based on their grade and NYSESLAT Modality level.

For long term ELLs who have completed six years of ESL services, teacher uses instructional strategies that enable them to master skills necessary to function academically in order to be transitioned into mainstream classes. These students are eligible for Extended Day Instruction (150 minutes per week) and are grouped according to proficiency level regardless of grade.

During extended day, students receive literacy instruction using reading interventions such as Visions and Milestones which both use high interest, low level literature and content based reading to motivate students. Student progress is monitored through formal and informal assessments. The teacher will use the WRAP Assessment monthly to determine progress with student's reading level and differentiate instruction accordingly. These students are pulled two times per week for Academic Intervention Services where reading comprehension strategies are reiterated and practiced. Activities/lessons are data-driven. These students are provided with opportunities to work with partners/small groups/one on one with teacher as needed. After all other intervention services have been exhausted, students are referred for evaluation.

ELLs who are identified as having special needs are serviced as per an individualized educational plan.upon completion of an evaluation by the School Based Support Team. The Assistant Principal of ELLs meet with the IEP teacher to discuss the student's mandated services as per their IEP.The collaborative meeting is to ensure that school is in compliance with IEP mandates as well as CR Part 154 mandates. As a result of reviewing both the IEP and NYSESLAT results, decisions are made as to whether students are placed in IEP classes and pulled for ESL services or placed in ESL classes and pulled for IEP services. Students who are placed in Self Contained, Collaborative Team Teaching or Resource classes are pulled 180 minutes per week for ESL services by an ESL certified teacher who differentiates considering learning styles and ESL methodologies. As per the NYSESLAT, these particular students are advanced in Listening and Speaking, but they are Intermediate in Reading and Writing. This student will require a variety of learning experiences to diagnose and remediate skills in Reading and Writing. The ESL teacher will concentrate on teaching word learning strategies that will include academic vocabulary as well as content area vocabulary. Teacher will integrate the Freyer model for teaching vocabulary and use context to unlock the meanings of unknown words, cognates, prefixes, suffixes, roots, dictionary and related refernce tools. Teacher will also provide opportunities for student discussions and conversations usitilizing the learned vocabulary..Teacher will build schema by making connections to related words and concepts.Students are targeted for extended day services (150 minutes per week), where their individual deficiencies are addressed according to performance tasks assessments. They are grouped homogenously based on their grade and NYSESLAT Modality level.

Teacher uses instructional strategies that enable them to master skills necessary to function academically in order to be transitioned into mainstream classes. Students are pulled for Academic Intervention Services two times per week(90 minutes) where individual learning portfolios are developed and students receive an individualized instructional plan based on performance task assessments. Time For Kids Exploring Writing Curriculum is used in extended day and AIS to help students learn to write across content areas. This program uses standards based activities to develop writing skills in all important areas of writing: preparatory writing tasks, drafting, peer response, editing, revision, and publication.

If all available intervention services are exhausted and are of no avail, the Assistant Principal of ELLs communicates development to SBST.

All English Language Learners are eligible for extended day instruction, Saturday School After School Tutoring and are grouped

### 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)

## A. Programming and Scheduling Information

according to proficiency level regardless of grade. During extended day, the goal is to develop proficiency in English therefore the language of instruction is English. Students receive literacy instruction using reading interventions such as Wilsons, Visions and

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

Paste response to questions 8-17 here

All ELL students are entitled to all extracurricular and support services that we offer to the entire body. This includes extended day, our Champions after school extracurricular and tutorial programs and Saturday Academy. It also includes our extensive Elective program, where students get to choose from a menu of enrichment classes. Two of the choices are Fine Arts and Vocal music, which are taught

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

of the seven small learning communities. Champions, which is our Sports and Arts after school program is funded by a Century 21 grant and a United Way grant. Our ELL Institute, which is also scheduled after school is funded by Title III. We purchased Smartboards and

## 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.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

Teachers of ELLs meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be part of the Time Management Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

## **A Programming and Scheduling Information**

### **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.

Paste response to questions 1-3 here

#### Professional Development and Support for School Staff

Teachers of ELLS meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be apart of the Time Mangement Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. Our guidance counselor and parent coordinator attend our bi-weekly meetings in September and October where we discuss compliance issues, NYSESLAT results, student placement and targerted interventions, writing of the LAP and Title III programs for our students. We also discuss the needs of our incoming ELLS based on trends noticed from past years. These needs and topics are addressed with our transitioning ELLS by the guidance counselor during team meetings which are held every three Wednesday during a 90 minute block.

In addition to all teacher teams meeting every Wednesday for 90 minutes, the ELL PLC meets bi weekly on Thursdays for 45 minutes. 5 teachers of ELLs are attending NYCDOE's ELL Institute for 5 sessions. Two teachers will be attending CFN 606's series of PDs on English Language Learners, Standards, and Inquiry on Tuesday, November 1, 2011, Tuesday, December 6, 2011 and Tuesday, January 10, 2012

#### Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity. • In order to communicate information to ELL parents we provide the Foreign Language notice on the back of all written communicaton to parents. In addition, we have staff members who speak spanish, Italian, Bengali, Urdu, Arabic and Greek to assist with oral translation. We also have a Bengali Parent who volunteers 3 times per week in the mornings to assist with the Bengali population. We have purchased the Telephone Messenger System. Our parent coordinator sends messages to all parents about special events and activities as well as what notices to look for from students. The announcement is recorded in spanish for our spanish speaking parenmts and in Bengali for o

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLS after school. ... Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Parent Workshops will be held on weekly while their children are in the After-School Program.

We periodically offer Lunch and Learns based on results of Teacher Professional Development surveys. Supervisors use The Formal Observation Process, Informal Observations, Initial Data Inspections, Mid-Year Data Inspections, End of the Year Data Inspections and Learning Display Checklist and Feedback to foster differentiated Professional Development to our teachers.

## 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.

Paste response to questions 1-3 here

### Professional Development and Support for School Staff

Teachers of ELLS meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be apart of the Time Mangement Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. Our guidance counselor and parent coordinator attend our bi-weekly meetings in September and October where we discuss compliance issues, NYSESLAT results, student placement and targerted interventions, writing of the LAP and Title III programs for our students. We also discuss the needs of our incoming ELLS based on trends noticed from past years. These needs and topics are addressed with our transitioning ELLS by the guidance counselor during team meetings which are held every three Wednesday during a 90 minute block.

In addition to all teacher teams meeting every Wednesday for 90 minutes, the ELL PLC meets bi weekly on Thursdays for 45 minutes. 5 teachers of ELLs are attending NYCDOE's ELL Institute for 5 sessions. Two teachers will be attending CFN 606's series of PDs on English Language Learners, Standards, and Inquiry on Tuesday, November 1, 2011, Tuesday, December 6, 2011 and Tuesday, January 10, 2012

### Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity. • In order to communicate information to ELL parents we provide the Foreign Language notice on the back of all written communicaton to parents. In addition, we have staff members who speak spanish, Italian, Bengali, Urdu, Arabic and Greek to assist with oral translation. We also have a Bengali Parent who volunteers 3 times per week in the mornings to assist with the Bengali population. We have purchased the Telephone Messenger System. Our parent coordinator sends messages to all parents about special events and activities as well as what notices to look for from students. The announcement is recorded in spanish for our spanish speaking parenmts and in Bengali for o

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLS after school. ... Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Parent Workshops will be held on weekly while their children are in the After-School Program.

We periodically offer Lunch and Learns based on results of Teacher Professional Development surveys. Supervisors use The Formal Observation Process, Informal Observations, Initial Data Inspections, Mid-Year Data Inspections, End of the Year Data Inspections and Learning Display Checklist and Feedback to foster differentiated Professional Development to our teachers.

## 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?

Paste response to questions 1-4 here

### Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity.

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLs after school. .. Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Parent Workshops will be held weekly while their children are in the After-School Program.

Our school partners with Sports and Arts to ensure that our ELL parents are involved in our annual Community fair. Our ELL parents sponsor a table and provide cultural dishes for our entire school wide community at this event.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

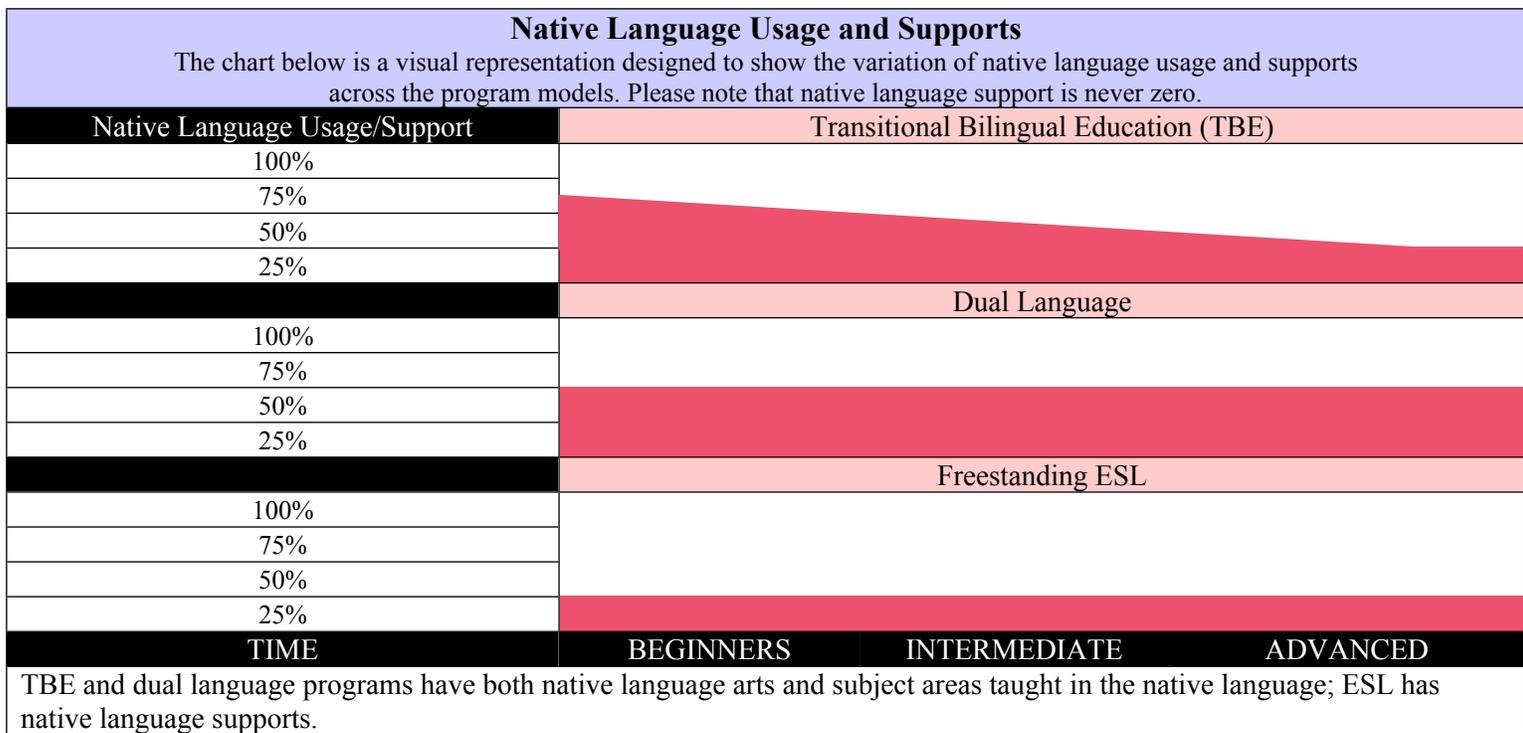
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

## 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?

Paste response to questions 8-17 here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

### Professional Development and Support for School Staff

Teachers of ELLs meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be part of the Time Management Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets

## 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

## 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.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

Teachers of ELLS meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be apart of the Time Mangement Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumalative hours for each teacher of ELLS. Our guidance counselor and parent coordinator attend our bi-weekly meetings in September and October where we discuss compliance issues, NYSESLAT results, student placement and targeted interventions, writing of the LAP and Title III programs for our students. We also discuss the needs of our incoming ELLS based on trends noticed from past years. These needs and topics are addressed with our transitioning ELLS by the guidance counselor during team meetings which are held every three Wednesday during a 90 minute block.

In addition to all teacher teams meeting every Wednesday for 90 minutes, the ELL PLC meets bi weekly on Thursdays for 45 minutes. 5 teachers of ELLs are attending NYCDOE's ELL Institute for 5 sessions. Two teachers will be attending CFN 606's series of PDs on English Language Learners, Standards, and Inquiry on Tuesday, November 1, 2011, Tuesday, December 6, 2011 and Tuesday, January 10, 2012

Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity. • In order to communicate information to ELL parents we provide the Foreign Language notice on the back of all written communicaton to parents. In addition, we have staff members who speak spanish, Italian, Bengali, Urdu, Arabic and Greek to assist with oral translation. We also have a Bengali Parent who volunteers 3 times per week in the mornings to assist with the Bengali population. We have purchased the Telephone Messenger System. Our parent coordinator sends messages to all parents about special events and activities as well as what notices to look for from students. The announcement is recorded in spanish for our spanish speaking parenmts and in Bengali for o

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLS after school. .. Students

## 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.

Paste response to questions 1-3 here

### Professional Development and Support for School Staff

Teachers of ELLS meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be apart of the Time Mangement Pilot which uses Charloote Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains:

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. Our guidance counselor and parent coordinator attend our bi-weekly meetings in September and October where we discuss compliance issues, NYSESLAT results, student placement and targerted interventions, writing of the LAP and Title III programs for our students. We also discuss the needs of our incoming ELLS based on trends noticed from past years. These needs and topics are addressed with our transitioning ELLS by the guidance counselor during team meetings which are held every three Wednesday during a 90 minute block.

In addition to all teacher teams meeting every Wednesday for 90 minutes, the ELL PLC meets bi weekly on Thursdays for 45 minutes. 5 teachers of ELLs are attending NYCDOE's ELL Institute for 5 sessions. Two teachers will be attending CFN 606's series of PDs on English Language Learners, Standards, and Inquiry on Tuesday, November 1, 2011, Tuesday, December 6, 2011 and Tuesday, January 10, 2012

### Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity. • In order to communicate information to ELL parents we provide the Foreign Language notice on the back of all written communicaton to parents. In addition, we have staff members who speak spanish, Italian, Bengali, Urdu, Arabic and Greek to assist with oral translation. We also have a Bengali Parent who volunteers 3 times per week in the mornings to assist with the Bengali population. We have purchased the Telephone Messenger System. Our parent coordinator sends messages to all parents about special events and activities as well as what notices to look for from students. The announcement is recorded in spanish for our spanish speaking parenmts and in Bengali for o

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLS after school. ... Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Parent Workshops will be held on weekly while their children are in the After-School Program.

We periodically offer Lunch and Learns based on results of Teacher Professional Development surveys. Supervisors use The Formal Observation Process, Informal Observations, Initial Data Inspections, Mid-Year Data Inspections, End of the Year Data Inspections and Learning Display Checklist and Feedback to foster differentiated Professional Development to our teachers.

## 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?

Paste response to questions 1-4 here

### Parental Involvement

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of ELLs. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings Articulation Committee and School-Wide Community Fair Committee Meetings. They offer Parent Orientations during Open-School Week. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meetings monthly and they produce a monthly calendar and newsletter. Parents are invited to Student Celebration Assemblies, Field Trips and an Annual Cultural Dinner celebrating diversity.

As a result of open discussions with ELL students, teachers see a need to offer workshops to parents of ELLs after school. ... Students suggested workshop topics such as, Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. All workshops will be provided in English with native language support and taught by two certified ELL teachers in our computer lab. Parent Workshops will be held weekly while their children are in the After-School Program.

Our school partners with Sports and Arts to ensure that our ELL parents are involved in our annual Community fair. Our ELL parents sponsor a table and provide cultural dishes for our entire school wide community at this event.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	6	11					19
Intermediate(I)							5	7	17					29
Advanced (A)							16	9	1					26
Total	0	0	0	0	0	0	23	22	29	0	0	0	0	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	3	2				
	I							2	3	12				
	A							7	7	13				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							14	4	2				
	B							1	6	11				
	I							5	6	17				
	A							16	17	1				
	P							0	0	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	16	2	0	29
7	12	1	1	0	14
8	14	9	0	0	23
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	4		15		10		1		30
7	10		5		5		0		20
8	12		15		6		0		33
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

**Assessment Analysis**

As a school wide community, we use Fountas and Pinnell to assess the early literacy skills of the entire student population. Students were WRAPPED during the first marking period and we found that the majority of the ELL students are reading well below their grade level. The WRAP results show that we must continue to differentiate instruction and address students' individual differences. We will

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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**

CEP Appendix 7

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

**DBN:** 11x127      **School Name:** Castle Hill Middle School 127

**Cluster:** 606      **Network:** LSO

**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.

To support shared parent school accountability, upon registration non English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. The Pupil Accounting Secretary enters the data from the HLIS into an ATS Bio report which includes the parent's preferred language. The DNLO report (ATS report that can be downloaded to an excel spread sheet and filters parent's preferred spoken language and written language.)is cross refernced with the Program Survey and Parent Selection Form. These forms are provided to parents in their native language if they prefer. We also show parents the EPIC video in the parent's native language if they prefer.This preference is notated on the Program Preference and Program selection Form. The data from all three sources is analyzed by the Supervisor of ELLS along with the Parent Coordinator. The findings provide the school with insight and data to further assist parents and students in our school community.The analyzed data is dicussed at an ESL teacher team meeting.Teachers then consider other data below and then identifies parent' preferred method of communication. Considerations include,

- Parent orientations
- Parent-Teacher conferences
- Feedback from teachers of ELL students on student and parent language needs
- Interviews with newly admitted ELL students
- Interviews with Parents of the newly admitted ELL student
- Feedback from the parent coordinator, and the ELL coordinator
- Feedback from the school secretaries, medical staff, attendance personnel, and safety officers

At Orientation, all materials are available in home languages and all information is presented in multiple languages. Methodologies used to relay information in home languages to parents are as follows; we use parent letters in Englisg, Spanish, Bengali, French, Chinese, Arabic and Twi which are the languages representative of our ESL population and all provided by the DOE.A video (EPIC) is presented that explains the language program options that parents can choose from. The video has the option to be

played in the languages mentioned above.

Parents then complete the Parent Survey and Program Selection form where the parent selects their first, second, and third choice for a program for their child. These documents are provided by the DOE in the languages mentioned above. After their child is placed into the program in which they have selected, parents receive reports throughout the year (in home languages) informing them about testing-out/continuation of services and their child's proficiency level. In addition to our Orientation we offer Parent Workshops throughout the year. Invitations and communications are provided in home languages for our LEP parents. We have staff on hand to translate orally and in writing, our communications in all languages using google translator for Spanish and French. We use an Ipad Application to translate in Chinese, Arabic, Twi and Bengali. We also purchased the telephone messenger system which allows us the ability to send phone messages home in these languages. Our Parent Coordinator programs the messages based on our determined Parent's Preferred language. Other translated materials include complete information for Parent-Teacher Conference night, school-year calendars, testing schedules and special events. Materials have been provided using this service to support parent-school shared accountability.

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

- We find that we have 74 LEP parents of which 31 speak Spanish and prefer written and oral communication in Spanish, 25 speak Bengali and prefer written and oral in Bengali, 3 speak Chinese and prefer written and oral in Chinese, 2 speak French and prefer Written and oral in French, 2 speak Twi and prefer written and oral in Twi and 9 speak English and prefer written and oral in English. There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers inquiring about face to face letters, lunch applications, after-school programs, picking up a child who is ill or has a doctor's appointment.
- There is a need for written translations to keep parents informed of the school's vision and mission as well as information concerning morning and after-school academic intervention programs, Saturday Test Prep Programs and/or Saturday Academy Programs.
- The following items should be translated to assist parents with staying informed: Monthly school calendar, lunch forms, emergency blue cards, report cards, student/parent handbook, and all letters, flyers, memos to parents on school matters
- Findings were reported to the following: SLT, PA, Parent coordinator, letters will be back-packed to parents in Spanish, Bengali, Chinese, French, and Arabic. •ELL students and their parents are informed of the oral interpretation and written translation services offered during Orientation.

## **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.

- o We hired a Bengali speaking teacher who is literate in Bengali and English to translate all needed school materials for parents
- o We have Spanish speaking content area teachers who can translate all needed materials for parents.
- o We will make all efforts to get written communications to the teachers who will provide written translations in a timely fashion so that they have the time they need to have letters translated, copied and distributed at the same time that the letters in English go out.
- o In cases where translated communication can not be ready in time, The letter will go out in English with the

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.

We hired a teacher who is fluent in Bengali and English and we have a parent volunteer who speak Bengali and English who are both able to interpret and assist parents in school matters including keeping parents up to date with current information regarding school programs and services. We also have Spanish speaking teachers and School aides are able to translate whenever necessary.

- They attend PA meetings, orientations and workshops to disseminate information
- Letters with a tear-off will be mailed to the most current address on file to inform parents of this service. Letters will be translated in three most spoken languages as gathered from major findings
- Letters with a tear-off will be backpacked via students to inform parents of this service. Letters will be translated in three most spoken languages as gathered from major findings
- Collect tear-offs to document receipt of interpretation and/or translation services.

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>.

- Fulfilling Section VII of Chancellor's Regulations A-663: Our school will provide Limited English Speaking parents a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards as well as the ESL compliance binder. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively. Parents may rely on adults or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the T&I Unit. (See

above) Our school will be responsible for providing parents whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school will post signs near the main office displaying information in most prominent covered languages indicating availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching school administrative offices solely due to language barriers. Our school's strategies support shared parent-school accountability, parent access to information about their children's educational options and parents' capacity to improve their children's achievement. Letters with a tear-off will be mailed to the most current address on file to inform parents of these services. Letters with a tear-off will be backpacked via students. Tear-offs will be collected to determine receipt of interpretations and/or translation services. A schedule of availability of our personnel who speak a foreign language has been generated for oral interpretations and/or translation services.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Castle Hill Middle School127+-	DBN: 11x127
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school            ✱After school            ●Saturday academy            ●Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ELL Institute which is an after school program designed to prepare advanced ELL students in grades 6 - 8 for the NYSESLAT by concentrating on writing and vocabulary across the content areas. According to the results of the NYSESLAT exam, The majority of our ELL population who are advanced need help with their writing skills. They already score proficient in listening, speaking and reading. We used "Time For Kids, Exploring Writing Curriculum for this targeted population last year and our results were successful. 23% of our students scored proficient on the NYSESLAT which is up 15% from the prior year. These targeted students needed a push in writing. Former ELLs are also invited to the ELL institute. These students are introduced to the high school regents curriculum in Earth Science, Integrated Algebra and English. This is intended to develop their critical thinking skills, which should help them to perform better overall in other subject areas. The ELL Institute will run two days per week for twelve weeks starting in February from 3:30pm to 5:30 pm. The Institute will be taught by 2 certified ESL teachers and 1 bilingual science teacher.

The language of instruction will be English with some native language support.

Materials used will be resources that come along with the "Time for kids" curriculum, translation glossaries, flashcards, writing workbooks and manipulatives for math activities.

### Part C: Professional Development

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

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

Begin description here: Teachers of ELLs meet weekly in professional learning communities with the Literacy Coach, Math Staff Developer, and Social Studies Lead Teacher and Science Lead Teacher (from September to June) to ensure effective implementation of best practices. An ELL PLC or Teacher Team has been developed to have advocates infuse documentation of goals, strategies and progress of targeted ELL students at this weekly meeting. This ensures the use of data from LAB-R, NYSESLAT, ELL Periodic Assessment, Acuity, Content Area Interim Assessments, quarterly tasks and ELA and Math

### Part C: Professional Development

scores to drive instruction. In addition, Assistant Principal meets with the ELL PLC, all teachers of ELL students bi-weekly to foster collaborative lesson planning and alignment with NYS ESL Learning Standards, Performance Indicators and sample classroom tasks, training and modeling focused on small group instructional strategies. This affords the opportunity for teachers to discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Teaching American History Grant Program, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. The use of vocal music and drama strategies are also implemented for purposes of English Language development.

This year we consented to be apart of the Time Mangement Pilot which uses Charlotte Danielson's Evaluation Rubric as an evaluation tool. This tool gives clear expectations of effective teaching and learning in five domains: designing coherent instruction, establishing a culture for learning, managing student behavior, using questioning techniques, engaging students in learning and using assessment in learning.

Jose P. hours are met through our bi weekly meetings as well as network training workshops and most new to us this year, the ELL Institute as offered by Stela Radovanovic, NYCDOE's Senior ELL Specialist. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumalative hours for each teacher of ELLS. Our guidance counselor and parent coordinator attend our bi-weekly meetings in September and October where we discuss compliance issues, NYSESLAT results, student placement and targerted interventions, writing of the LAP and Title III programs for our students. We also discuss the needs of our incoming ELLS based on trends noticed from past years. These needs and topics are addressed with our transitioning ELLS by the guidance counselor during team meetings which are held every three Wednesday during a 90 minute block.

In addition to all teacher teams meeting every Wednesday for 90 minutes, the ELL PLC meets bi weekly on Thursdays for 45 minutes. 5 teachers of ELLs are attending NYCDOE's ELL Institute for 5 sessions. Two teachers will be attending CFN 606's series of PDs on English Language Learners, Standards, and Inquiry on Tuesday, November 1, 2011, Tuesday, December 6, 2011 and Tuesday, January 10, 2012

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here: Saturday Academy is enrichment for preparation of the the ELA and Math State exams. This might increase participation of ELLS on Saturdays. A survey will be given to parents in February to assess, the current needs of the parents. The workshops will be covering topics that will not only augment the English language skills of the parents, but help them improve their job seeking skills as well. Students suggested workshop topics such as, Adult literacy through Resume Writing, Interviewing Techniques, How To Fill Out Applications, Basic Computer Skills and How To Help Your Child Prepare For The NYSESLAT. This workshop will help to maintain the consistency in the academic readiness of the students from the classroom to the home. All workshops will be provided in English with native language support and taught by Ms. Dormer, our certified ESL teacher and Ms. Frank, our bilingual math teacher.

Parent Workshops will be held on Saturdays from 9am to 12pm for 8 weeks starting in March. We will notify parents of these workshops by mailing and backpacking letters in English, Bengali, French, Spanish and Chinese with tear offs to all ELL homes. We will also send out messages on our telephone messaging system in those same languages.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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