



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ENVIRONMENTAL SCIENCE, MATHEMATICS, AND TECHNOLOGY
SCHOOL (ESMT – I. S. 190)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X190

PRINCIPAL: DIANAJADE SANTIAGO EMAIL: DJSANTIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
DIANA JADE SANTIAGO	*Principal	
MANUEL LOPEZ	*UFT Chapter Leader	
VENCE COLE JR.	*PA/PTA President	
ROSA CASIANO	DC 37 Representative/Staff	
DOMINIQUE ROJAS	Student Representative	
MARIBETH WHITEHOUSE	Member/Staff - Chairperson	
IRINEA PANLILIO	Member/Staff	
CRYSTAL MARTINEZ	Member/Parent	
MARIA PENA	Member/Parent	
JANET MADRIGAL	Member/Parent	
MARIA ALVARENGA	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, English Language Learners (ELL) subgroup will demonstrate progress towards achieving proficiency in English Language Arts (ELA) as measured by a 5% increase in this subgroup scoring at Level 3 and 4 on the 2012 New York State (NYS) ELA Tests.

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.

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The NYS Accountability and Overview Report shows that based on the 2011 NYS ELA Tests, the following subgroups did not make their Adequate Yearly Progress (AYP) – All Students, Black, Hispanic, Students with Disabilities (SWD), and Economically Disadvantaged. This made the accountability status of our school as School in Need of Improvement (SINI year 1) Comprehensive in ELA this school year. Furthermore, our NYC Progress Report overall grade and score dropped from a B (52.8) in 2009-2010 to a C (30.7) in 2010-2011. The school scored a D (13.6 out of 60) in Student Progress and a D (5.7 out of 25) in Student Performance. It was determined that the ELLs have underperformed all other student groups for the past three years. The ELLs scored 0% on the 2011 NYS ELA Tests. As a result, the ELLs scores affected the other subgroups that failed to make their Adequate Yearly Progress (AYP). Consequently, we have made progress for our ELL subgroup a priority goal for this school year.

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.

Activity # 1

Academic Intervention Services (AIS) for all ELLs: AIS will be provided to all ELLs through small-group and one-to-one instruction during school hours, 37.5 Minutes of Instruction, and After School Academy.

- **Target Populations: Students in the ELL subgroup.**
- **Responsible Staff Members: Teachers working with ELLs and Instructional Coaches**
- **Implementation Timeline: September 2011 through June 2012**

Activity # 2

Professional Development: PD will be given on the following topics: Research-based instructional strategies for ELLs, analysis and use of student data to plan and set goals, looking at student work, differentiated instruction, Common Core Learning Standards (CCLS) in ELA, and curriculum mapping

- **Target Populations: Teachers working with ELLs and students in the ELL subgroup**

- **Responsible Staff Members:** Assistant Principal, Instructional Coaches (internal and external), and Data Specialist
- **Implementation Timeline:** September 2011 through May 2012

Activity # 3

On-going analysis and use of student formative and summative assessment data to plan and set goal

- **Target population:** ELL students
- **Responsible Staff Members:** Teachers working with ELLS, Literacy Coach, and Data Specialist
- **Implementation Timeline:** September 2011 through June 2012

Activity # 4

Teachers will engage all students in a rigorous curriculum unit aligned to strategically selected Common Core Standards.

- **Target population:** ELL students
- **Responsible Staff Members:** Teachers working with ELLs and Literacy Coach
- **Implementation Timeline:** September 2011 through June 2012

Activity # 5

On regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry,

- **Target Population:** All students
- **Responsible Staff Members:** Teachers working with ELLs and Literacy Coach
- **Implementation Timeline:** September 2011 through June 2012

Steps for including teachers in the decision-making process.

- **Teachers will meet during grade level and/or departmental team meetings to review student data and look at student work to continue the cycle of inquiry.**
- **Teachers have the option to decide which professional development to attend outside the school.**
- **Teachers working with ELLs take turns in providing workshop to parents**

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.**

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2011-2012 school year.

- **ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.**
- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.**
- **Schedule parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information**

about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions

- Translate all critical school documents and provide interpretation during meetings and events as needed
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link
- Conduct parent workshops with topics that may include parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home

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.
 - ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.
 - ESMT – I. S. 190 will participate in citywide recruiting events.
 - Share the school's strong support plan for teachers, such as, but not limited to the following:
 - Mentoring for new and struggling teachers
 - Professional development opportunities
 - Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants
 - Provide time for teacher collaboration through scheduling
 - Include teachers in professional development planning and decision making

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.
 - All ELLs participate in Freestanding ESL program.
 - Written and oral translations in Spanish are provided in-house by staff members who speak Spanish and by the Parent Coordinator. French translation is provided by the French teacher. Arabic translation is provided by the ESL teacher whose native language is Arabic.
 - A family worker was hired to communicate with parents and do home visits to improve the attendance of at-risk students.

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.

To achieve this goal, the following fiscal and human resources will be used:

- Title III LEP – After School AIS teachers and supervisor
- Title I SWP – PD for teachers

- Title III LEP – PD for teachers
- ARRA RTTT – Data Specialist
- Title 1 Translation SWP – Translator/Interpreter
- TL FSF – Family worker

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.

In the 2011-2012 school year, we will improve the rate of our students achieving proficiency by 5%, from 35% to 40%, as measured on the 2012 New York State Mathematics Tests. This will be achieved by rigorous instructions aligned with the Common Core Learning Standards (CCLS) in all grade levels.

Comprehensive needs assessment

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

The following student groups did not meet the AYP based on the 2011 New York State Mathematics Tests: All Students, Black or African American, Students with Disabilities, and Economically Disadvantaged. Only Hispanic or Latino subgroup met the AYP. To avoid being identified as School in Need of Improvement in Mathematics next school year, all the above-mentioned student groups must meet their AYPs on the 2012 NYS Mathematics Test.

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.

Activity # 1

Provide AIS for all students who did not achieve proficiency or at-risk of not achieving proficiency levels during school hours, 37.5 Minutes of

Instruction, and After School Academy.

- Target Population: All students on proficiency level 1 and level 2.
- Responsible Staff Members: Mathematics teachers, Mathematics Coach, and Data Specialist
- Implementation Timeline: September 2011 through June 2012

Activity # 2

Professional Development: PD will be given on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in Mathematics, differentiated instruction, and curriculum mapping.

- Target Populations: Mathematics teachers
- Responsible Staff Members: Assistant Principal, Mathematics Coach , and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Activity # 3

Mathematics teachers will engage all students in cognitively challenging mathematics tasks which are aligned to selected Common Core Standards,

- Target Population: All students
- Responsible Staff Members: Mathematics teachers and Mathematics Coach
- Implementation Timeline: September 2011 through June 2012

Activity # 4

On-going analysis and use of student formative and summative assessment data to plan and set goal

- Target population: All students
- Responsible Staff Members: Mathematics teachers, Mathematics Coach, and Data Specialist
- Implementation Timeline: September 2011 through June 2012

Activity # 5

On regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry,

- Target Population: All students
- Responsible Staff Members: Mathematics Teachers and Mathematics Coach
- Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers have the option to decide which professional development to attend outside the school.
- Mathematics teachers decided the need for a 5% improvement rate for students achieving proficiency levels as measured by the 2012 NYS Mathematics Tests.
- Teachers will meet in grade-level and departmental meetings to analyze student data and look at students work.
- Mathematics teachers participated in the identification of CEP goal in Mathematics.

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.

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2011-2012 school year.

- **Build strategic relationships with parents to support school mission and vision and meet identified needs of school's families**
- **Communicate high expectations and opportunities to parents on regular basis**
- **Provide when needed, specific guidance and support to teachers on effective communication strategies**
- **Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children**
- **Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school**
- **Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team.**
- **Hold VIP Nights for Parents**
- **Conduct monthly workshop for parents to enable them help their children with school work at home**
- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report**
- **The Parent Coordinator will conduct training on how to use the ARIS parent Link.**
- **Identify and implement strategies to meet the needs of caring, but "hard to reach" parents**

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.
 - **ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.**
 - **ESMT – I. S. 190 will participate in citywide recruiting events.**
 - **Share the school's strong support plan for teachers, such as, but not limited to the following:**
 - **Mentoring for new and struggling teachers**
 - **Professional development opportunities**
 - **Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants**
 - **Provide time for teacher collaboration through scheduling**
 - **Include teachers in professional development planning and decision making**

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.
 - **Academic Intervention Services are provided for at-risk students during and after school hours.**
 - **The social worker refers the families of students on temporary housing to outside agencies to obtain the resources and services they need.**
 - **A family worker was hired to communicate with parents and do home visits as part of the school efforts to improve attendance for at-risk students.**
 - **PBIS and Response to Intervention (Rtl) were instituted as part of the violence prevention program.**

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.

The following fiscal and human resources will be used to achieve this goal:

- TL FSF – AIS After/Before School per session for teachers
- TL FSF – Supervisor per session
- Title 1 - Math Coach
- ARRA RTTT – Data Specialist
- TL FSF – Family Worker
- TL Parent Coordinator – Parent Coordinator

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, administrators will have engaged in short frequent cycles of classroom observation and feedback with a total of at least 6-8 observations and feedback per teacher. The Danielson's Framework for Teaching rubrics will be used as a lens for observation and feedback.

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.

Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we begin to integrate new, higher standards using the Common Core, school administrators will use Danielson's Framework for Teaching to serve as the focus for teacher development and to provide more frequent, formative feedback to help teachers grow as professionals.

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.

Activity # 1

School administrators will attend training and be certified in the use of Danielson's Framework for Teaching.

- **Target Population: Principal and Assistant Principal**
- **Responsible Staff Members: Principal and Assistant Principal**
- **Implementation Timeline: September through October 2011**

Activity # 2

School administrators will conduct short, frequent cycles of classroom observation and feedback to teachers in selected components of Danielson's Framework for Teaching.

- **Target Population: All teachers**
- **Responsible Staff members: Principal and Assistant Principal**
- **Implementation Timeline: September 2011 through June 2012**

Activity # 3

On-going professional Development for teachers about Danielson's Framework for Teaching

- **Target population: All teachers**
- **Responsible Staff: Principal, Assistant Principal, and Instructional Coaches**
- **Implementation Timeline: September 2011 through June 2012**

Activity # 4

On-going intervisitation among teachers

- **Target population: All teachers**
- **Responsible Staff Members: All Teachers**
- **Implementation Timeline: September 2011 through June 2012**

Steps for including teachers in the decision-making

- **All teachers will meet weekly to share feedback from intervisitations.**
- **Principal and Assistant Principal will provide feedback to teachers on a timely manner in order for the teachers to make decision on how to plan and implement effective 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.**

The following strategies and activities will be implemented to increase parental involvement:

- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report**
- **Provide opportunities for parents to understand the school's goal to improve teacher effectiveness using Danielson's Framework for Teaching**

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.**
 - **ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.**
 - **ESMT – I. S. 190 will participate in citywide recruiting events.**
 - **Share the school's strong support plan for teachers, such as, but not limited to the following:**
 - **Mentoring for new and teachers**
 - **Professional development opportunities**
 - **Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants**
 - **Provide time for teacher collaboration through scheduling**

- **Include teachers in professional development planning and decision making**

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.
- **There will be on-going support for teachers to become more effective and highly qualified as defined by NCLB.**
- **ARIS Learn will be used as a source of differentiated professional development for teachers.**
- **Teachscape will be used for Danielson's Framework training and obtaining resources aligned to Common Core.**

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.

The following fiscal and human resources will be used to achieve this goal:

- **TL FSP – Principal**
- ***Many* - Assistant Principal**
- **Title 1 SWP – PD for teachers**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, the total Principal's and Superintendent's suspension rate for all students will decrease by 3% -5% from last school year as reported on the Online Occurrence Reporting System (OORS). Positive Behavior Interventions System (PBIS) initiative in the school will continue to focus on reducing the Principal's and Superintendent's suspensions. The PBIS Team will be responsible for the implementation of the proactive and systematic approach to maintaining a safe and effective learning environment

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.

This year is the second year that our school is on the NYS Persistently Dangerous School list. Last year, there was an 82% decrease in the total Principal and Superintendent suspensions due to PBIS initiative. We anticipate to being taken off the state list after our next review this school year. PBIS initiative aims to improve the school's climate and culture through expanding the ability of the members of school community to handle and prevent disciplinary problems. Everyone is expected to know how to be Safe, Organized, Accountable, and Respectful (SOAR) in every area of the school.

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.

Activity # 1

The established PBIS framework will be expanded by implementing a Tier II/Tier III framework of intervention and supports.

- **Target population: Students who are at-risk of failing core academic subjects due to behavior problems**
- **Responsible Staff Members: PBIS Team and Pupil Personnel Committee (PPC)**
- **Implementation Timeline: September 2011 through June 2012**

Activity # 2

PBIS Team and PPC will identify Tier II/Tier III students and work to develop academic/behavior Rtl plans with flexible grade level teams to support those children.

- **Target Population: Students who are at-risk of failing academic subjects due to behavior problems**
- **Responsible Staff Members: PBIS Team, PPC, and teachers working with at-risk students (AIS and grade level content area teachers)**
- **Implementation Timeline: September 2011 through June 2012**

Activity # 3

There will be on-going staff training on the implementation of PBIS frameworks.

- **Target Population: All teachers**
- **Responsible Staff Members: Assistant Principal and PBIS Team**
- **Implementation Timeline: September 2011 through June 2012**

Steps for including teachers in the decision-making process

- **All teachers are invited to attend the PBIS Team meetings to share best practices in classroom management.**
- **All teachers were given opportunities to participate in the development of and implementation of Tier II/Tier III framework of intervention and supports.**

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.

To increase parental engagement, the school will plan and implement the following strategies and activities during 2011-2012 school year:

- **Maintain Parent Coordinator to serve as liaison between the school and families**
- **Conduct parent workshops on school life and home life behavior expectations**
- **Schedule parent and child study meetings to give parents opportunities to participate as members in the Rtl Teams**
- **Conduct flexible meetings to chart and follow-up student progress**

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.
 - **ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.**
 - **ESMT – I. S. 190 will participate in citywide recruiting events.**
 - **Share the school's strong support plan for teachers, such as, but not limited to the following:**
 - **Mentoring for new and struggling teachers**
 - **Professional development opportunities inside and outside the school**
 - **Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants**
 - **Provide time for teacher collaboration through scheduling**
 - **Include teachers in professional development planning and decision making**

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.

Distribute/Conduct PBIS family surveys to align school goals with home expectations as part of violence prevention program.

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.

The following fiscal and human resources will be used to achieved this goal:

- Title 1 Parent Coordinator – Parent Coordinator
- TL FSF - LSCI/RtI Counselor
- Title 1 SWP – Parent Involvement
- Title 1 SWP – PD/Training for staff
- *Many* - Assistant Principal (PBIS Internal Coach)

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	74	53	74	74	5	N/A	15	3
7	54	42	54	54	12	N/A	8	4
8	64	44	64	64	4	N/A	11	5
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Programs: Read 180, Rewards, Focus, ELA Coach, Great Leaps Method for Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy, Vacation Academy</p>
Mathematics	<p>Programs: Number Tools, Math Coach, Skills Intervention Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy, Vacation Academy</p>
Science	<p>Programs: Exit Project, Reading Comprehension and Writing Strategies Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy, Vacation Academy</p>
Social Studies	<p>Programs: Exit Project, Reading Comprehension and Writing Strategies Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy, Vacation Academy</p>
At-risk Services provided by the Guidance Counselor	<p>Programs: Peer Mediation, Crisis Intervention, Counseling, Rtl Method of Delivery of Service: Small group, one-to-one Time for Delivery of Service: During and after school hours</p>

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Programs: Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention Method of Delivery of Service: Small group, one-to-one, networking with outside agencies Time for Delivery of Service: During and after school hours
At-risk Health-related Services	Programs: Health Coping Skills Strategies Method of Delivery of Service: One-to-one, networking with outside agencies Time for Delivery of Service: During school hours

**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.

ESMT – I. S. 190 PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. ESMT – I. S. 190 will support parents and families of Title I students by:

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- follow the appropriate procedures on how to be Safe, Organized, Accountable, and Respectful in every area of the school.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X190 School Name: THE ENVIRONMENTAL SCIENCE, MATHEMATICS, AND TECHNOLOGY SCHOOL (ESMT – I. S.)

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

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

Category: Basic Focused Comprehensive

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

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

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

ESMT – I. S. 190 is a Title 1 school. The school has been identified as School in Need of Improvement (SINI-Year 1) Comprehensive in ELA based on 2011 NYS ELA Tests. The School Leadership Team, administrators, and staff conducted a two year trend analysis of student performance data on state ELA assessments. The 2010 NYS ELA Tests scores revealed that four out of five accountability groups did not make their Adequate Yearly Progress (AYP). They were as follows: All Students; Hispanic or Latino; Students with Disabilities (SWD); and Economically Disadvantaged. Only Black or African American subgroup made AYP. Based on the 2011 NYS ELA Tests, all accountability groups failed to make their AYPs. This caused the school to be identified as SINI – Comprehensive in ELA for the first time. Further analysis revealed that Limited English Proficient (LEP) students underperformed all other groups throughout the years. This group scored 7% on the 2010 NYS ELA Tests and 0% on the 2011 NYS ELA Tests. Although the number of LEP students was fewer than 30, their scores affected the AYPs of the other groups because they were also members of those groups.

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.

The following action plans will be implemented throughout this school year to improve academic achievement of all subgroups in ELA:

- **Academic Intervention Services (AIS) for students that did not achieve proficiency (Level 1 and/or 2) and at-risk of not achieving proficiency during and after school hours – 37.5 Minutes, small group and/or one-to-one tutoring, After School Academy, Saturday Academy, and Vacation Academy.**
- **Teachers will participate in professional development workshops during weekly scheduled Professional Learning Communities (PLC) meetings - departmental, grade-level, Inquiry Team, Teacher Team Planning.**
- **Teachers will align ELA instruction and resources with the Common Core Learning Standards (CCLS)**
- **In teams, teachers will look at current student work to understand the steps needed to reach the level of performance that the Common Core demands.**
- **Teachers will engage all students in a rigorous curriculum unit aligned to strategically selected Common Core Standards.**
- **Students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.**
- **In teams, teachers will look closely at resulting student work to continue the cycle of inquiry.**
- **Teachers will work in PLC to create curriculum maps aligned to the New York State Common Core Learning Standards (CCLS)**

- **Principal, assistant principal, instructional coaches, grade leaders, and Inquiry Team members will facilitate and provide guidance and supports to teachers during the weekly scheduled PLC meetings.**

Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we begin to integrate new, higher standards using the Common Core, school administrators will use Danielson’s Framework for Teaching to serve as the focus for teacher development and to provide more frequent, formative feedback to help teachers grow as professionals.

To accomplish this goal, the following action plans will be implemented by September 2011-June 2012.

- **Administrators will attend training and be certified in the use of Danielson’s Framework for Teaching through Teachscape**
- **Administrators will conduct short, frequent cycles of classroom observation and feedback to teachers in selected components of Danielson’s Framework for Teaching.**
- **Use of Teachscape observation software**
- **On-going professional development for teachers about Danielson’s Framework for Teaching**
- **Instructional coaches will provide support to teachers as needed**
- **On-going intervisitation among teachers and sharing of best practices**

A school culture and climate that are conducive to learning is another important factor that contributes to improved academic achievement of students. Our Positive Behavior Interventions and Supports (PBIS) initiative will continue to focus on improving the school’s culture and climate through expanding the ability of the members of school community to handle and prevent disciplinary problems in all areas of the school. The PBIS Team will be responsible for the implementation of the proactive and systematic approach to maintaining a safe and effective learning environment. Everyone is expected to know how to be Safe, Organized, Accountable, and Respectful (SOAR) in every area of the school.

To accomplish this goal, the following action plans will be implemented by September 2011.

- **The established PBIS framework will be expanded by implementing a Tier II/Tier III framework of interventions and supports.**
- **PBIS team and PPC will identify Tier II and Tier III students and work to develop academic/behavior Response to Intervention (RtI) plans with flexible grade level teams to support those children.**
- **On-going staff training on the implementation of PBIS frameworks.**
- **Rewarding positive behaviors through ESMT – I. S. 190 “bucks”.**

Educational research shows a positive correlation between effective parental involvement and student achievement. To ensure effective involvement of parents and community in our school, Parent Involvement Policy (PIP) and School-Parent Compact have been developed. Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

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.**

The 10 percent of the Title I funds will be used to partially fund the Instructional Coach’s salary. The Instructional Coach will coordinate, plan, and facilitate the professional development program in our school.

Professional development workshops such as, but not limited to, the following topics will be conducted during and after school hours throughout the school year:

- Common Core State Standards (CCSS) /NYS CCLS
- 2011-2012 Citywide Instructional Expectations
- Curriculum Mapping
- Analyzing and using Data from Multiple Sources to Set Instructional Goals
- Danielson's Framework for Teaching
- Research-Based Strategies for Increasing Student Achievement
- Using Inquiry Teams to Examine Student Work and to Guide Instruction
- PBIS Frameworks
- Response to Intervention

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

Our teacher-mentoring program is designed to match a new teacher and/or a teacher at-risk of achieving a U rating with a mentor within the same subject area. A New Teacher Induction Committee consists of six members. They are as follows: principal, assistant principal, two instructional coaches, and two master teachers. The mentor and mentee are met during professional periods and after school hours. They meet at least two periods per week. We are using Danielson's Framework for Teaching to support and improve teacher effectiveness in our school.

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 meeting with parents will be scheduled to notify them about the school's identification for improvement. The different academic issues that caused the school to be identified for improvement will be discussed. The Parent Notification Letter will be distributed to parents informing them of our school's SINI status. The letter will be translated in languages that can be understood by parents as per the Home Language Surveys. Minutes of the meeting and copies of the letters will be sent to parents who are unable to attend the meeting. Following the distribution of the Parent Notification Letter and the completion of parent meeting, the principal will fill out and sign the Principal's Attestation Form to confirm that all required activities are completed.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Rudy Rupnarain	District 12	Borough Bronx	School Number 190
School Name ESMT - I. S. 190			

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

Principal DianaJade Santiago	Assistant Principal Mark Turcotte
Coach Mathematics - Irinea Panlilio	Coach Literacy - Norma Ellis-Wright
ESL Teacher Lamia Fawzi	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	241	Total Number of ELLs	26	ELLs as share of total student population (%)	10.79%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by the ESL teacher, Lamia Fawzi. The parent coordinator, Kenny Melendez, assists in the process. Occasionally Maritza Perez, our French speaking pedagogue, facilitates a meeting if the student's native language is French to ensure that translation services are available during the ELL identification process. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the LAB-R and English proficiency. The completed HLIS and the answers from the informal interview are used to determine if a student qualifies to take the LAB-R. The RLER report is check for students that are eligible to take the LAB-R every Monday from ATS. The LAB-R is administered by ESL pedagogue within the first 10 days of the student's first attendance date. The LAB-R is hand scored by the ESL teacher. If the student qualifies for ESL services the parents are contacted by the parent coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the LAB-R only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Data Specialist, Irinea Panlilio, assists the ESL teacher in the ELL identification process. The ESL teacher prepares students for the NYSESLAT by familiarizing students and the teachers working with ELLs with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluated ELLs using the NYSESLAT, we first identify the ELLs using the RLAT and RNMR reports from the ATS. The RLAT report provides the LAB-R results and the raw scores of the last three years of NYSESLAT data. The RNMR report provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The NYSESLAT scores for the last three years are analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. To ensure that the four components of NYSESLAT are administered, we use the NYS scheduled administration window for each modality.

2. The LAB-R is administered within the first 5 days of a students admittance so that we can meet with the parents about the results of the LAB-R and student placement no more than 10 days after a student is enrolled. The ESL teacher, Ms. Fawzi, calls the parents or guardians of newly identified ESL students as per the results of the LAB-R as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent Orientation Video (in their native language), given a brochure, and referred to the resources available on the DOE website. The three programs, Transitional Bilingual Education, Dual language, and Freestanding ESL, is described to the parents. Any questions they may have about the programs are answered in their native language. The parents are asked to complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week.. After the parents selected the ELL program for their child , they are informed that only Freestanding ESL is offered at our school. We provide them with the list of schools that offer

the program that they selected. When parents choose either a Transitional Bilingual Education or Dual Language program, we keep the records so that we can notify them once the program of choice becomes available.

3. When students scored below proficiency on LAB-R, the entitlement letters and the Parent Survey and Program Selection Forms are distributed to parents through one-to-one meeting or group meeting. The ESL teacher, parent coordinator, and staff working with ELLs make the necessary arrangements for the distribution of the entitlement letters and the Parent Survey and Program Selection Forms. To ensure that the Parent Survey and program Selection Forms are returned, we reach out to parents through phone calls and letters in native language. When these forms are returned they are placed in the students cumulative record. Identified ELL students who choose the Freestanding ESL program are placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Transitional Bilingual Education.

4. Based on the students' entitlement as ELL and the parents' response to the Parent Survey and Program Selection Form, the students are placed in the program chosen by the parents. The placement letters are distributed to parents in English and in their native language. We place identified ELL students whose parents choose the Freestanding ESL program in our school as we offer this program. However, we ensure that parent choice is honored by explaining the three ELL programs at the orientation meeting and assisting them by answering any questions they might have about the them. The list of the schools that offer the other programs is provided to the parents so that a choice can be made. The continued entitlement letters are distributed to parents of students who scored below proficiency on the NYSESLAT. Copies of the placement and continued entitlement letters are maintained in the ELL compliance binder in the principal's office.

5. After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our Freestanding ESL program in favor of the other programs. Two years ago, three parents chose the Freestanding ESL program in our school. Last year, there was one parent who did the same thing. This year, one new student took the LAB-R and her score was above the cut-off score. We monitor the trends in parent choice by reviewing the Parent Survey and Program Selection Forms every year.

6. The only program, Freestanding ESL, that is offered at our school appears to be aligned with parent requests. Due to small number of ELLs and budget constraints, we could not offer another program. Currently, we have 26 ELLs in our school. We will maintain alignment between parent choice and program offerings by monitoring Parent Survey and Selection Forms returned to us and tracking the number of requests for programs we do not offer. The list of the schools that offer the other programs is provided to the parents so that a choice can be made.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	10	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
Dual Language										0
ESL	6	0	2	10	0	5	10	1	4	26
Total	6	0	2	10	0	5	10	1	4	26

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							5	9	10					24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	0	0					1
Haitian														0
French							1	0	0					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	9	10	0	0	0	0	26

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1.a. EMST- IS 190 has a Freestanding ESL program in which instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop

A. Programming and Scheduling Information

model for balanced literacy.

b. The program models are Block and Heterogenous.

2. ESMT- IS 190 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade level as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes. Also, the 37.5 Minutes of Instruction is used to provide instruction to ELLs. The whole school is doing 37.5 Minutes of Instruction.

a. Explicit ESL, ELA, and NLA instructional minutes are delivered through push-in model occurring during ELA, Mathematics, and Social Studies instructional periods. Students have ninety minute double blocks of ELA instruction daily and six periods of forty five minute social studies classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency (360 minutes for beginners and intermediate, 180 minutes for advanced) during ELA, Mathematics, and Social Studies instructional periods during the week. NLA supports are provided during the instructional periods in these subject areas using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native language materials, the ESL teacher and paraprofessional provide native language support orally and with explanations.

3. The content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. In our block scheduling program model, students travel together to 45 minute periods for all content area classes including Science, Social Studies, French, Theater Arts and Gym. However, there are double blocks of 90 minutes for ELA and Mathematics.

An example schedule for an ESL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, French, and Theatre Arts. All instructions are given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language,

support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which

provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior

knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs

in ESL and content area classes.

4. To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB 1982 is administered to the students.

5. Instruction is differentiated for all students including ELLs and has specific plan for each subgroup. Instruction for ELLs is differentiated

according to their proficiency levels and individual needs. Also, ELLs are part of the school's inquiry team in which ELA is the schoolwide

focus. The Inquiry Team provides the ELLs with an additional periods of small group/guided ELA instruction per week focusing on reading

skills including phonics, fluency, comprehension, and vocabulary.

a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine necessary literacy interventions. We currently have one SIFE student in 8th grade. We will assess the students using the Fountas and Pinnell system to determine the students reading level and comprehension and to provide us information about the students writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for this student. Depending on the students proficiency in their native language, native language support materials will be used to provide support to student. Instruction

A. Programming and Scheduling Information

in the classroom will be differentiated to suit the needs of SIFE student while still maintaining academic rigor.

b. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move ELLs receiving 4 to 6 years of service to proficient level is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alternative assessments and observations) to identify student weaknesses and strengths to drive differentiated rigorous instruction across all content areas. Each Long-Term ELL data is carefully reviewed and used to target very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be addressed by the ESL and content area teachers. This information will be used to set individual goals across all content areas.

e. In order to best serve our ELLs with special needs, we take into account the styles and settings in which these students learn best and differentiate instruction to meet their needs. We also utilize technology- based programs that are engaging and challenging for each student.

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	7. To meet the diverse needs of ELL-SWDs within the least restrictive environment, the following initiatives are being implemented: - AIS push-in model, targeted RtI, Flexible Child Study Team, mainstreaming, use of 37.5 Minutes to provide instruction, sharing of best practices through intervisitation.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Our targeted interventions for ELLs in ELA include all ELLs and at-risk F-ELLs as part of schoolwide Inquiry Teams. The focus is ELA and the subskill is reading. The academic intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. Although the intervention programs are offered in English, there are available staff members to do translation/interpretation in Spanish, French, and Arabic. To accomplish the goal for each program, the following action plans are being implemented. They include, but are not limited to:

- 90 minute blocks of ELA and math instruction
- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, DimensionsU)
- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement.

Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Furthermore, the ELLs are included in the Inquiry Team and they are receiving additional ELA instruction.

10. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

11. There won't be any discontinued program/services for ELLs.

12. ELLs are afforded equal access to all programs in our school. They receive two additional periods of ELA instruction per week as part of the Inquiry Team. All ELLs receive interventions during 37.5 Minutes of Instruction. They attend After School Academy, Saturday

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

8. Our targeted interventions for ELLs in ELA include all ELLs and at-risk F-ELLs as part of schoolwide Inquiry Teams. The focus is ELA and the subskill is reading. The academic intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. Although the intervention programs are offered in English, there are available staff members to do translation/interpretation in Spanish, French, and Arabic. To accomplish the goal for each program, the following action plans are being implemented. They include, but are not limited to:

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- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, DimensionsU)
- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement.

Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Furthermore, the ELLs are included in the Inquiry Team and they are receiving additional ELA instruction.

10. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

11. There won't be any discontinued program/services for ELLs.

12. ELLs are afforded equal access to all programs in our school. They receive two additional periods of ELA instruction per week as part of the Inquiry Team. All ELLs receive interventions during 37.5 Minutes of Instruction. They attend After School Academy, Saturday Academy, and Vacation Academy. The focus of after school programs include, but are not limited to, the following:

- Guided reading

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

8. Our targeted interventions for ELLs in ELA include all ELLs and at-risk F-ELLs as part of schoolwide Inquiry Teams. The focus is ELA and the subskill is reading. The academic intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. Although the intervention programs are offered in English, there are available staff members to do translation/interpretation in Spanish, French, and Arabic. To accomplish the goal for each program, the following action plans are being implemented. They include, but are not limited to:

- 90 minute blocks of ELA and math instruction
- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, DimensionsU)
- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement.

Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Furthermore, the ELLs are included in the Inquiry Team and they are receiving additional ELA instruction.

10. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

11. There won't be any discontinued program/services for ELLs.

12. ELLs are afforded equal access to all programs in our school. They receive two additional periods of ELA instruction per week as part of the Inquiry Team. All ELLs receive interventions during 37.5 Minutes of Instruction. They attend After School Academy, Saturday Academy, and Vacation Academy. The focus of after school programs include, but are not limited to, the following:

- Guided reading
- Reading comprehension strategies

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**D. Professional Development and Support for School Staff**

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

The professional development plans for all ELL personnel - teachers working with ELLs, paraprofessionals, office staff, support staff, and parent coordinators - are as follows:

On- going workshops/trainings on the following topics will be provided to them during the weekly departmental meetings. The topics include, but not limited to, the following: ELLs Accountability Rules and Policy; NYC and NYS Accountability Tools and Resources; Citywide Instructional Expectations for 2011-2012; Analyzing Data from Multiple Sources; Common Core Learning Standards; Differentiated Instruction; NYS Testing Programs - ELA, Mathematics, NYSESLAT, and Science; NYC Periodic Assessments; Vocabulary Instruction; Reading Comprehension Strategies; Research-Based Instructional Strategies that Work with ELLs, Effective Feedback; and Examining Student Work. All ELLs and F-ELLs who are at-risk are the target population in our Inquiry Team. The focus of inquiry is ELA - Reading Comprehension. All inquiry work and trainings about the Inquiry Process are conducted during weekly grade-level meetings. All issues concerning ELLs are discussed during these meetings.

In addition to the above mentioned PD, the following workshops will be conducted effective January 2012.

- * January 12, 19, and 26 : Curriculum Mapping with the Common Core
- * February 2, 9, and 16 : Curriculum Mapping with the Common Core/Unit Planning
- * March 1, 8, 15, 22, and 29 Instructional Task Bundles - Unpacking Standards, Norming Student Examples, Unit Planning, Lesson Planning
- * April 5, 19, and 26 Examining Student Work /Inquiry Work
- * May 3, 10, 17, 24, and 31, June 14 and 21: Creation of Tasks/Culminating Assessments for All Units

All staff members are encouraged to attend available professional development outside the school. They are also encouraged to obtain a bilingual or ESL extension through grants offered by different institutions.

2. Staff members are provided with professional development workshops on Learning Standards for English as a Second Language- Middle School and Commencement levels. It includes, but not limited to, the learning standards, performance indicators, sample classroom tasks, learning experience in ESL by English proficiency level in each grade level. In addition, the school leadership and guidance counselor support the staff members and parent coordinator by communicating with ELLs and their parents regarding specific issues that need their attention and guidance. To assist ELLs as they transition from middle school to high school, the guidance counselor received professional development workshops such as, but not limited to, the following topics: High School Articulation, Response to Intervention, Gathering and Analyzing Student Data from Multiple Sources, and Inquiry Process. These workshops were turn keyed to staff members.

3. First, the staff who needs the minimum 7.5 hours of ELL training is identified at the beginning of the school year. The ELL training is provided in and outside the school. The staff members are sent to ELLs workshops conducted outside the school whenever they are available. The assistant principal, instructional coaches, ESL teacher, Data Specialist, and other capacity builders in the school provide training inside the school. Records of professional development workshops/training are kept in the PD binder in the principal's office.

D. Professional Development and Support for School Staff

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

The professional development plans for all ELL personnel - teachers working with ELLs, paraprofessionals, office staff, support staff, and parent coordinators - are as follows:

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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)	Dual Language	Freestanding ESL
1. How do you involve parents?	100%	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%	50%
4. How do you evaluate the needs of the parents?	25%	25%	25%
1. Every effort is made to involve parents in the education of their children. To increase parental engagement, including parents of ELLs, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2011-2012 school year	100%	100%	100%
- ELL teachers will conduct workshop for parents	75%	75%	75%
- Language Freestanding (ESL) for ELLs	50%	50%	50%
The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system	25%	25%	25%
NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report	100%	100%	100%

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.

2. Our school works with Children's Aid Society (CAS) to provide additional services to ELLs.

3. The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. Our parent coordinator, Mr. Melendez, works closely with administrators, support staff, and teachers of ELLs to coordinate school events for ELL parents and deliver information in a timely manner. When necessary, he enlists the help of staff and parent coordinators from other schools. He attends the District 12 Middle School Fair to meet and interview prospective new students and their parents. Then, he organizes open house and orientation for new students and their parents.

4. Our parental involvement activities address the needs of the parents by providing them with the following supports:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
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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

8. Our targeted interventions for ELLs in ELA include all ELLs and at-risk F-ELLs as part of schoolwide Inquiry Teams. The focus is ELA and the subskill is reading. The academic intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. Although the intervention programs are offered in English, there are available staff members to do translation/interpretation in Spanish, French, and Arabic. To accomplish the goal for each program, the following action plans are being implemented. They include, but are not limited to:

- 90 minute blocks of ELA and math instruction
- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, DimensionsU)
- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement.

Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Furthermore, the ELLs are included in the Inquiry Team and they are receiving additional ELA instruction.

10. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

11. There won't be any discontinued program/services for ELLs.

12. ELLs are afforded equal access to all programs in our school. They receive two additional periods of ELA instruction per week as part of the Inquiry Team. All ELLs receive interventions during 37.5 Minutes of Instruction. They attend After School Academy, Saturday Academy, and Vacation Academy. The focus of after school programs include, but are not limited to, the following:

- Guided reading

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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

Paste response to questions 1-6 here

1. Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a beginning level and then conduct two more times during the year to track progress. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are 1 or 2 grades behind their actual grade.

2. Analysis of NYSESLAT scores revealed the following data patterns across proficiency levels and grades:

- In 6th grade, only one student scored on beginning level, while five scored on intermediate level, 3 on advanced level, and one scored proficient.
- In 7th grade, there are three students on beginning level, five on intermediate level, 4 on advanced level, and one on proficient level.
- In 8th grade, one student is on beginning level, two on intermediate level, one on advanced level, and one on proficient level.

3. Patterns on the NYSESLAT modalities show that our ELLs are very strong in Listening/Speaking and that most students are scoring at advanced or proficient levels on these modalities. However, in reading and writing the majority of our students are scoring at intermediate or advanced level. This data is the basis of our instructional decisions to include more rigorous reading and writing instruction across all content areas. Our main focus will be on improving students' reading and writing skills while also challenging students' speaking and listening skills through academically rigorous tasks, project-based learning, guided reading and writing tasks and scaffolded practice.

4. School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual needs and to drive instruction. This data analysis, paired with individual student data from ARIS, ACUITY and other assessments allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the ELA and ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the

data that is collected and analyzed through student and parent feedback, standardized assessments, classroom assessments and

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?
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- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Encourage meaningful parent participation on School Leadership Teams, Parent-Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link.
- Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core and Citywide Instructional Expectations; literacy, mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
- Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
- Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year
- Conduct workshops about the citywide and state assessments: periodic assessments, NYESLAT, NYS ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Coach, and Mathematics Coach will facilitate these workshops.

The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.

2. Our school works with Children's Aid Society (CAS) to provide additional services to ELLs.

3. The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. Our parent coordinator, Mr. Melendez, works closely with administrators, support staff, and teachers of ELLs to coordinate school events for ELL parents and deliver information in a timely manner. When necessary, he enlists the help of staff and parent coordinators from other schools. He attends the District 12 Middle School Fair to meet and interview prospective new students and their parents. Then, he organizes open house and orientation for new students and their parents.

4. Our parental involvement activities address the needs of the parents by providing them with the following supports:

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

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)							1	1	1					3
Intermediate(I)							5	5	2					12
Advanced (A)							3	4	1					8
Total	0	0	0	0	0	0	9	10	4	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3	0	0	10
7	3	8	0	0	11
8	2	3	0	0	5
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	2		6		2		0		10
7	2		8		1		0		11
8	1		3		1		0		5
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		3						5
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

Paste response to questions 1-6 here

1. Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a beginning level and then conduct two more times during the year to track progress. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are 1 or 2 grades behind their actual grade.

2. Analysis of NYSESLAT scores revealed the following data patterns across proficiency levels and grades:

- In 6th grade, only one student scored on beginning level, while five scored on intermediate level, 3 on advanced level, and one scored proficient.
- In 7th grade, there are three students on beginning level, five on intermediate level, 4 on advanced level, and one on proficient level.
- In 8th grade, one student is on beginning level, two on intermediate level, one on advanced level, and one on proficient level.

3. Patterns on the NYSESLAT modalities show that our ELLs are very strong in Listening/Speaking and that most students are scoring at advanced or proficient levels on these modalities. However, in reading and writing the majority of our students are scoring at intermediate or advanced level. This data is the basis of our instructional decisions to include more rigorous reading and writing instruction across all content areas. Our main focus will be on improving students' reading and writing skills while also challenging students' speaking and listening skills through academically rigorous tasks, project-based learning, guided reading and writing tasks and scaffolded practice.

4. School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual needs and to drive instruction. This data analysis, paired with individual student data from ARIS, ACUITY and other assessments allow us to

provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the

ELA and ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the

data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: ESMT - I. S. 190

School DBN: 12X190

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANA JADE SANTIAGO	Principal		12/1/11
MARK TURCOTTE	Assistant Principal		12/1/11
	Parent Coordinator		
LAMIA FAWZI	ESL Teacher		12/1/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
IRINEA PANLILIO	Coach		12/1/11
NORMA ELLIS-WRIGHT	Coach		12/1/11
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x190 **School Name:** ESMT - I. S. 190

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

Using available data, the parent coordinator, ESL teacher/coordinator, and data specialist conducted a survey/analysis of students' home language. All completed Home language Identification Surveys, emergency cards and data obtained from the ATS are kept in a drawer in the main office. Also, ATS reports such as LAT and RHLA are used to assess the needs for written and oral interpretation.

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

The number one non-English home language is Spanish. There are two students whose home language is neither English nor Spanish. One student's home language is French and the second is Arabic. The findings were reported to the school community through written communication, emails, and oral communication during staff, grade, departmental meetings and parent workshops.

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.

All written communication are written in English and Spanish. Written translation is provided in-house by staff members whose native language is Spanish and by the parent coordinator. Translation in French is done by the French teacher and Arabic translation is done by the ESL teacher whose native language is Arabic. Translation is done at least two weeks before the written communication is sent to parents to accommodate time for review and revision. For further questions and explanations about the written communication, parents are invited to call or come to school.

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

Oral interpretation services are provided in-house. Every staff member whose native language is Spanish serves as an interpreter. The parent coordinator and parent volunteers also serve as interpreters. The French teacher serves as an interpreter in French while the ESL teacher does the oral interpretation in Arabic. Oral interpretation services are available to parents who need them either in person or through telephone.

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

In compliance with Section VII of Chancellor's Regulations A-663, the school will undertake the following steps:

- a. Provide each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The translated versions of this document will be taken from the DOE website.
- b. Signs indicating the availability of interpretation services will be displayed in conspicuous locations in school.
- c. School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

In situation where there is no available translator or interpreter, the school will contact the DOE Translation and Interpretation Unit.

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: ESMT - I. S. 190	DBN: 12X190
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # 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:

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The NYS Accountability and Overview Report shows that based on the 2011 NYS ELA Tests, the following subgroups did not make their Adequate Yearly Progress (AYP) – All Students, Black, Hispanic, Students with Disabilities (SWD), and Economically Disadvantaged. This made the accountability status of our school as School in Need of Improvement (SINI year 1) Comprehensive in ELA this school year. Furthermore, our NYC Progress Report overall grade and score dropped from a B (52.8) in 2009-2010 to a C (30.7) in 2010-2011. The school scored a D (13.6 out of 60) in Student Progress and a D (5.7 out of 25) in Student Performance. It was determined that the ELLs have underperformed all other student groups for the past three years. The ELLs scored 0% on the 2011 NYS ELA Tests. As a result, the ELLs scores affected the other subgroups that failed to make their Adequate Yearly Progress (AYP). The ELLs also underperformed all other student groups for the last three year in Mathematics. The ELLs scored 15.4% on the 2011 NYS Mathematics Tests. Consequently, we have made progress for our ELL subgroup a priority goal for this school year.

Currently, the ELLs are receiving academic intervention services during and after school hours. In addition to these interventions that ELLs are already receiving, the Title III LEP Program funds will be used to provide direct supplemental instructional services in English Language Arts and in Mathematics. All ELLs in different proficiency levels and in all grade levels will be included in the program. The instruction will be for two hours on Mondays - one hour for ELA and one hour for mathematics - with a total of 60 hours for the whole school year.

The ELA and math instruction will be provided by both certified ESL teacher and certified mathematics teacher. The delivery of instruction will be through team teaching. They will co-plan and prepare lessons, activities, and projects that incorporate all learning modalities. Together, they will carry out instruction employing a range of research-based methodologies for ELLs. The ESL teacher has primary responsibility for delivery of ELA instruction. The math teacher, who is also the technology specialist in our school, will co-teach with her in delivering instruction using the computer program - READ 180. The math teacher has primary responsibility for delivery of math instruction. The ESL teacher will co-teach with him during the math instruction. An administrator will supervise the program. Title III LEP Program is the only program running in the school on Mondays.

The reading intervention program that will be used is READ 180. It is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading. READ 180 Levelled Paperbacks present students with choices of age-appropriate, relevant books they can read with success. Each book is leveled, allowing reading intervention students to read confidently according to

Part B: Direct Instruction Supplemental Program Information

their own independent reading abilities.

The mathematics intervention program that will be used is the Math Coach Program. This program consists of different types of programs to suit the needs of the students. The Ladder to Success is a program that caters specifically to the needs of "golden cusp" students and Level 1 and 2 students who struggle with on-grade work. These workbooks are designed to help kids master 10 fundamental, grade-appropriate math skills, which are essential to success both in the curriculum and on the New York State Test.

The number 1 issue math students struggle with is solving word problems. Math Problem Solving Program provides a solution. Each lesson teaches a key problem-solving strategy by breaking it down into manageable steps and then providing guided and independent practice to reinforce the learning. Plus—it aligns with core math program and meets the problem-solving requirements of the Common Core State Standards. Students master problem-solving strategies with a research-based instructional model; scaffolded support; grade-appropriate math content; predictable lesson structure; modeled instruction; guided and independent practice; engaging, real-world thematic topics; math vocabulary in every lesson; and graphic organizers.

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 have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we begin to integrate new, higher standards using the Common Core, and to achieve our goal for the ELL subgroup, on-going professional development workshops for teachers will be conducted throughout the school year. These workshops will have a positive and lasting impact on the teachers' performance in classrooms. The workshops will be conducted during the different scheduled Professional Learning Communities (PLC) meetings every week.

The first series of workshops will be about READ 180 Reading Intervention Program. The Title III teachers and teachers working with ELLs will receive the training. Mr. Turcotte, the assistant principal, will facilitate the workshops. He had intensive training on READ 180 three years ago.

The second series of workshops will be about "Classroom Instruction that Works with English Language Learners". These workshops consists of nine research-based instructional strategies that proved to be exceptionally effective in increasing student performance. They are as follows:

- Setting objectives and providing feedback

Part C: Professional Development

- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences.

Ms. Panlilio, the Math Coach/Data Specialist, will facilitate these workshops. She received training on these topics two years ago.

The third series of workshops will be about "Teaching Comprehension". It is an interactive professional development course on teaching reading comprehension. It consists of six modules. Each module has been developed with Whole Class, Small Group and Individual teaching contexts in mind. Ms. Ellis-Wright, the Literacy Coach, will facilitate these workshops.

The above-mentioned professional development will be conducted in-house. Title III LEP funds won't be used for these PD workshops.

Part D: Parental Engagement Activities

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

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

Begin description here:

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2011-2012 school year.

- ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.

- The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system: NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.

- Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. These meetings will be conducted by the principal and/or assistant principal.

Part D: Parental Engagement Activities

- Translate all critical school documents and provide interpretation during meetings and events as needed
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link.
- Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core and Citywide Instructional Expectations; literacy, mathematics, accessing community and support services; and technology training to build parents’ capacity to help their children at home
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
- Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
- Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year
- Conduct workshops about the citywide and state assessments: periodic assessments, NYESLAT, NYS ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Coach, and Mathematics Coach will facilitate these workshops.

The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.

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)	\$8,206.92	2 teachers x 54 hours x \$49.89 = \$5,388.12

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.
<ul style="list-style-type: none"> Per session Per diem 		1 supervisor x 54 hours x \$52.20 = \$2,818.80 (Title III LEP Program is the only program running in the school on Mondays.)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,393.08	Leveled books and test prep materials
Educational Software (Object Code 199)		
Travel		
Other	\$600	Parental engagement activities - refreshment for workshops
TOTAL	\$11,200	