



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PAUL ROBESON, MIDDLE SCHOOL 203

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X203

PRINCIPAL: WILLIAM HEWLETT, JR. **EMAIL:** WHEWLET@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. YOLANDA TORRES

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
William Hewlett, Jr.	*Principal or Designee	
Dean Gross	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joanna Corbett	Member/	
Laurie Moss	Member/	
Patricia Linen	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Create a systemic process for student learning goals to ensure students clarity for the fulfillment of their academic potential. By June 2012, 75% of MS 203 students that will include students identified in the subgroups of students with disabilities (25%), ELL's (25%), lowest third (25%) and holdovers (25) will be able to articulate their individual learning goals and interim progress toward those goals as well as how they progressed through the process via conferencing with their teachers. This will align with citywide academic expectations as students will be able to share their work on the MS 203 performance tasks in ELA and Math aligned to the Common Core Standards.

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 identified need that generated this need was the 2011 Quality Review Report where this was an area of improvement. Students were not able to articulate their learning targets to the reviewer. This would encompass students in all subgroup categories including students with disabilities and English language learners.

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,
 - **Teachers engaging in weekly inquiry work to analyze student work and performance assessment trends and other relevant data.**
 - **Teacher conferencing with students to share conclusions and develop SMART goals.**
 - **Teacher conferencing follow-up after completion of units and assessments.**
 - **Communication of SMART goals to parents.**
 - **Student portfolio presentations with teacher teams and administration during “mock” quality review interviews where students presents their progress toward mastery and attainment of individual goal(s).**
 - b) staff and other resources used to implement these strategies/activities,
 - **All MS 203 instructional and non-instructional staff including Parent Coordinator and Network instructional staff will be used for this initiative**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - **Via communication with the staff during post QR conference, meeting with SLT in June and then during September 7 Professional Development Day staff informed of their role in the preparation of students from all subgroups for their presentations to administration and parent coordinator.**
 - **MS 203 staff participated in weekly inquiry work to examine performance of students in selected subgroups including lowest third.**
 - **Weekly communication to staff on student progress and initiatives via Principal Newsletter.**
 - d) timeline for implementation.
 - **August 2011 – Introduction of goal during parent orientation**
 - **September 2011 – Reintroduction of goal to MS 203 staff**

- **October 2011 – Administration meets to determine subgroup student selection, notification to staff on selection of students so artifacts may be collected in preparation for first round of presentations.**
- **Student artifact presentations made to MS 203 administration and PC**
- **November 2011 – Feedback to MS 203 staff.**
- **January 2012 to June 2012, repeat for rounds two and three**

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.
- **Conduct parent workshops with topics that include understanding educational accountability, literacy and math**
- **Via parent meetings so parents may understand accountability system such as annual school report card, progress report QR report and learning environment survey.**
- **Translate all critical school documents and provide interpretation during meetings and events.**
- **Host educational family events, during parent-teacher conferences**
- **Establish Parent Resource Center and provide instructional materials.**
- **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 becomes highly qualified, in order to achieve this goal.
- **All MS 203 teachers and those sought through established vacancy’s meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, holds at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **MS 203 participates in the 21st Century Grant program that includes activities such as a nutrition and music program as well as part of the federally funded Supplemental Education Services program for all MS 203 students, MS 203 provides counseling assistance for students in temporary housing and MS 203 has Title I set aside monies for teachers that fall short of qualifications so they receive additional professional development.**

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.

ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL
<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on

	at-risk attendance issues for identified group.
IDEA	Support toward ITT staff, para's counselor, and School Based Support Team
OASAS Substance Abuse	For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor
Rollover Title I	For continued inquiry work going into 11-12 academic year
Title I SWP	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL's who are also Students with Disabilities
Title I OTPS	Percentage allocated for Curriculum and staff development activities and non contractual parent involvement
Title I SWP School Success Grant	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
TL Children's First Network Support	Allocated for Community Support Network
TL Children's First Operating Funds	Allocated for technology teacher and ESL teacher who works with ELL's who are also SWD's, social worker and the purchase of classroom supplies
TL Fair Student Funding	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
Fair Student Funding Legacy Support	Allocated for ITT Social studies teacher
TL IEP Teacher and Paras	Allocated for IEP teachers and paras

	who will work with staff and students in subgroup.
<i>TL Mandated counseling and speech</i>	Allocated for counselor and speech teacher who will service students from this subgroup
<i>NYSTL Hardware, software and Library Books</i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
<i>TL Parent Coordinator</i>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
<i>TL SBST</i>	Allocated for personnel who will work to provide services to this subgroup.
<i>TL Stabilization</i>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD
<i>Title 2 D Grant Award</i>	Used for the purchase of educational instructional technology as well as Professional Development of identified staff who will service this population of students.
<i>Title III Grant</i>	Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.

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.
Improve MS 203 student performance in all subgroup areas including Students with Disabilities, ELL's, students and students in the lowest third, academic performance on New York State assessments in English Language Arts and Mathematics. MS 203 students in the lowest third will make a 20% gain (including the subgroups: Students with Disabilities and English Language Learners) as measured by the NYS English Language Arts and Mathematics examinations administered in April 2012.

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 identified need that generated this goal was the MS 203 performance on the 2011 State assessment as evidence on the NYC Progress Report and the NYS Report Card that identified the scores and in particular the student performance in the six subgroup areas that determine Annual Yearly Progress. MS 203 students in the lowest third will make a 20% gain (including the subgroups: Students with Disabilities and English Language Learners) as measured by the NYS English Language Arts and Mathematics examinations administered in April 2012.**

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,
 - **Via data inquiry assessment lowest third students will be identified for targeted research-based intervention. In ELA (35%SE, 31%ELL, and 34% GE) in Math (45%SE, 29%ELL, and 26% GE) are the lowest third.**

- Identified students from all subgroups will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the I-READY Diagnostic Reading program,
 - Identified students from all subgroups will be offered admission to the MS 203 After-School or Saturday program where teachers meet with students in small group environments utilizing strategies from the Ramp-Up Literacy Approach for reading, which consist of independent reading and independent writing.
 - Funds will be allocated and an ELA AUSSIE consultant will be utilized to provide differentiated PD for teachers based on classroom observations from the perspective of a content coach, discussion with the administration, and feedback from both formal and informal observations.
 - School-wide assessments will be used to accurately identify the starting point for each student and identify the areas of need so that data driven instruction is the basis for teaching. The ELA department will design and implement baseline writing assessments across the grades which will be rubric based to track and monitor progress. Additionally, ELA teachers will administer the Fountas and Pinnell reading inventory to correctly place students in reading groups for instruction. In order to complement the reading inventory, the school will ensure that all books are accurately leveled and made available for student use.
 - Differentiation strategies as part of topics for ELA and Math Department meetings
 - Attendance of parents of lowest third students at workshops designed by Parent Coordinator
 - Professional Development support by Network instructional specialist
- b) staff and other resources used to implement these strategies/activities,
- **All MS 203 instructional and non-instructional staff including Parent Coordinator as well as SES Providers, employees of 21st Century Grant Program and Network instructional staff will be used for this initiative**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Via communication with the staff during post QR conference, meeting with SLT in June and then during September 7 Professional Development Day staff informed of their role in the preparation of students from all subgroups for their presentations to administration and parent coordinator.**
 - **MS 203 staff participated in weekly inquiry work to examine performance of students in selected subgroups including lowest third.**
 - **Weekly communication to staff on student progress and initiatives via Principal Newsletter.**
- d) timeline for implementation.
- **August, 2011 to June 2012**

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.
- **Conduct parent workshops with topics that include understanding educational accountability, literacy and math**
- **Via parent meetings so parents may understand accountability system such as annual school report card, progress report QR report and learning environment survey.**
- **Translate all critical school documents and provide interpretation during meetings and events.**
- **Host educational family events, during parent-teacher conferences**
- **Establish Parent Resource Center and provide instructional materials.**
- **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 becomes highly qualified, in order to achieve this goal.
- **All MS 203 teachers and those sought through established vacancy's meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, holds at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **MS 203 participates in the 21st Century Grant program that includes activities such as a nutrition and music program as well as part of the federally funded Supplemental Education Services program for all MS 203 students, MS 203 provides counseling assistance for students in temporary housing and MS 203 has Title I set aside monies for teachers that fall short of qualifications so they receive additional professional development.**

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.

ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL
<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.
<i>IDEA</i>	Support toward ITT staff, para's counselor, and School Based Support Team
<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor
<i>Rollover Title I</i>	For continued inquiry work going into 11-12 academic year
<i>Title I SWP</i>	Percentage allocated toward Librarian,

	Gen Ed ITT teacher and ESL teacher who works with ELL's who are also Students with Disabilities
<i>Title I OTPS</i>	Percentage allocated for Curriculum and staff development activities and non contractual parent involvement
<i>Title I SWP School Success Grant</i>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
<i>TL Children's First Network Support</i>	Allocated for Community Support Network
<i>TL Children's First Operating Funds</i>	Allocated for technology teacher and ESL teacher who works with ELL's who are also SWD's, social worker and the purchase of classroom supplies
<i>TL Fair Student Funding</i>	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
<i>Fair Student Funding Legacy Support</i>	Allocated for ITT Social studies teacher
<i>TL IEP Teacher and Paras</i>	Allocated for IEP teachers and paras who will work with staff and students in subgroup.
<i>TL Mandated counseling and speech</i>	Allocated for counselor and speech teacher who will service students from this subgroup
<i>NYSTL Hardware, software and Library Books</i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
<i>TL Parent Coordinator</i>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.

<i>TL SBST</i>	Allocated for personnel who will work to provide services to this subgroup.
<i>TL Stabilization</i>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD
<i>Title 2 D Grant Award</i>	Used for the purchase of educational instructional technology as well as Professional Development of identified staff who will service this population of students.
<i>Title III Grant</i>	Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.

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.
Improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric. MS 203 will provide meaningful observation feedback to teachers using components of the Danielson Framework during six-week cycles.

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 needs assessment that generated this goal was the need to improve teacher practice as the achievement scores on state assessments did not match those found on the progress report under student passing grades. The disparity generated the need to examine teacher effective practice and instructional excellence.

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,
 - **September Professional Development will highlight data from state assessments and Quality Review findings.**
 - **Outlining Chancellor's instructional expectations by MS 203 administration to staff.**
 - **Introduction to MS 203 staff of Danielson Framework with accompanying domains and rubrics.**
 - **Ongoing common prep/grade/content and faculty meetings that will focus on certain domains and its components.**
 - **Utilization of framework via teacher interviews during pre-observation conferences to set teacher's professional goals.**
 - **Distribution of observation questionnaire for staff completion as part of conferences.**
MS 203 administration to purchase and be trained using PD 360 for alignment with Danielson Framework.
 - b) staff and other resources used to implement these strategies/activities,
 - **All MS 203 instructional and administrative staff**
 - **Network instructional staff**
 - **Professional Development staff from PD 360**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - **Via communication with the staff during post QR conference, meeting with SLT in June and then during September 7 Professional Development Day staff informed of their role in the preparation of students from all subgroups for their presentations to administration and parent coordinator.**
 - **MS 203 staff participated in weekly inquiry work to examine performance of students in selected subgroups including lowest third.**
 - **Weekly communication to staff on student progress and initiatives via Principal Newsletter.**
 - d) timeline for implementation.
 - **September 2011 – June 2012**

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.
- **Conduct parent workshops with topics that include understanding educational accountability, literacy and math**
- **Via parent meetings so parents may understand accountability system such as annual school report card, progress report QR report and learning environment survey.**
- **Translate all critical school documents and provide interpretation during meetings and events.**
- **Host educational family events, during parent-teacher conferences**
- **Establish Parent Resource Center and provide instructional materials.**
- **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 becomes highly qualified, in order to achieve this goal.
- **All MS 203 teachers and those sought through established vacancy’s meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, holds at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **MS 203 has Title I set aside monies for teachers that fall short of qualifications so they receive additional professional development.**

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.

ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL
IDEA	Support toward ITT staff, para’s counselor, and School Based Support Team
Rollover Title I	For continued inquiry work going into 11-12 academic year
Title I SWP	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL’s who are also

	Students with Disabilities
<i>Title I OTPS</i>	Percentage allocated for Curriculum and staff development activities and non contractual parent involvement
<i>Title I SWP School Success Grant</i>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
<i>TL Children's First Network Support</i>	Allocated for Community Support Network
<i>TL Children's First Operating Funds</i>	Allocated for technology teacher and ESL teacher who works with ELL's who are also SWD's, social worker and the purchase of classroom supplies
<i>TL Fair Student Funding</i>	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
<i>Fair Student Funding Legacy Support</i>	Allocated for ITT Social studies teacher
<i>TL IEP Teacher and Paras</i>	Allocated for IEP teachers and paras who will work with staff and students in subgroup.
<i>TL Mandated counseling and speech</i>	Allocated for counselor and speech teacher who will service students from this subgroup
<i>NYSTL Hardware, software and Library Books</i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
<i>TL Parent Coordinator</i>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
<i>TL SBST</i>	Allocated for personnel who will work to provide services to this subgroup.

<p><i>TL Stabilization</i></p>	<p>Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD</p>
<p><i>Title 2 D Grant Award</i></p>	<p>Used for the purchase of educational instructional technology as well as Professional Development of identified staff who will service this population of students.</p>
<p><i>Title III Grant</i></p>	<p>Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.</p>

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.

In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, MS 203 teachers will work collaboratively to design and implement a rigorous standards-based writing task that will be either a written opinion or argument based on an analysis of an informational text(s). 80% of students including those in subgroups of students with disabilities and ELL's and those in the lowest third will participate in the task with 50% of those students showing at least a basic to proficient understanding of the targeted Core Curriculum Learning Standard.

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 identified need that generated this goal is the performance of MS 203 students on state assessments against the Chancellor's Instructional Expectations for teachers to work collaboratively to design and implement rigorous tasks in English and mathematics.

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:
 - **Inquiry teams will collect and analyze data; school-wide pre-assessments, state assessments, ARIS, etc. to establish baseline information relating to strengths and weaknesses of student groups and overall trends across the school.**
 - **Inquiry teams will create a task aligned to the Core Learning standards in accordance with the instructional objective set by the Department of Education.**
 - **Inquiry teams will create lessons of study to address any deficiencies to implementing the learning task.**
 - **ELA and academic enrichment teachers will implement the task in February/March.**
Inquiry teams will score the tasks, based on the rubric created for each task and analyze performances, identify trends and report the implications for teaching.

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.
- **Conduct parent workshops with topics that include understanding educational accountability, literacy and math**
- **Via parent meetings so parents may understand accountability system such as annual school report card, progress report QR report and learning environment survey.**
- **Translate all critical school documents and provide interpretation during meetings and events.**
- **Host educational family events, during parent-teacher conferences**
- **Establish Parent Resource Center and provide instructional materials.**
- **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 becomes highly qualified, in order to achieve this goal.
- **All MS 203 teachers and those sought through established vacancy’s meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, holds at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **MS 203 participates in the 21st Century Grant program that includes activities such as a nutrition and music program as well as part of the federally funded Supplemental Education Services program for all MS 203 students, MS 203 provides counseling assistance for students in temporary housing and MS 203 has Title I set aside monies for teachers that fall short of qualifications so they receive additional professional development.**

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.

ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL
<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.
<i>IDEA</i>	Support toward ITT staff, para’s counselor, and School Based Support Team
<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor
<i>Rollover Title I Title I SWP</i>	For continued inquiry work going into 11-12 academic year
<i>Title I OTPS</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL’s who are also Students with Disabilities
	Percentage allocated for Curriculum and staff development activities and

	non contractual parent involvement
<i>Title I SWP School Success Grant</i>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
<i>TL Children's First Network Support</i>	Allocated for Community Support Network
<i>TL Children's First Operating Funds</i>	Allocated for technology teacher and ESL teacher who works with ELL's who are also SWD's, social worker and the purchase of classroom supplies
<i>TL Fair Student Funding</i>	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
<i>Fair Student Funding Legacy Support</i>	Allocated for ITT Social studies teacher
<i>TL IEP Teacher and Paras</i>	Allocated for IEP teachers and paras who will work with staff and students in subgroup.
<i>TL Mandated counseling and speech</i>	Allocated for counselor and speech teacher who will service students from this subgroup
<i>NYSTL Hardware, software and Library Books</i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
<i>TL Parent Coordinator</i>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
<i>TL SBST</i>	Allocated for personnel who will work to provide services to this subgroup.
<i>TL Stabilization</i>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD

<i>Title 2 D Grant Award</i>	Used for the purchase of educational instructional technology as well as Professional Development of identified staff who will service this population of students.
<i>Title III Grant</i>	Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.

ANNUAL GOAL #5 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 #5

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

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.

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.

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.

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.

Service and program coordination

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

Budget and resources alignment

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

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	75	64	75	75	6	2	14	
7	81	69	81	81	4	1	18	
8	76	75	76	76	2	0	19	
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	Destination Reading is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with ELA. Achieve 3000 is an ELA computer-based program in use with our English Language Learners. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Language Arts and Mathematics by intervention specialist. This program will be utilized on Saturday's and after school as well.
Mathematics	Destination Math is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with math additional time and focused instruction to strengthen their performance. This program is done via teacher pull-out during the instructional day. Destination Math differentiates mathematical skills for each student. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Mathematics by intervention specialist. This program will be utilized on Saturday's and after school as well.
Science	In the area of Science for preparation for submission of Exit Projects, an additional class was developed for this purpose where students were given additional research and experimental time to complete projects.
Social Studies	Social Studies AIS will focus on preparation for the Grade 8 Social Studies examination that will take place after school and Saturday's. This will include attention on Document-Based Questions and extended answers that mirror requirements from Language Arts examination
At-risk Services provided by the Guidance Counselor	Students identified by Academic Intervention Team or Pupil Personnel Team as being at risk because of <u>attendance</u> issues will receive daily counseling services from our Guidance Counselor Students sent to an alternative school to serve suspensions are seen by the counselors or social workers upon entering and then again before they leave
At-risk Services provided by the School Psychologist	Students in need of at-risk services provided by school psychologist will include students from all population in need of crisis-intervention such as unexpected death to family members or classmates, students in need of expedited IEP's, etc.

At-risk Services provided by the Social Worker	Social work at-risk will include special focus on students in temporary housing and their specific needs such as transportation, adjustment to new environments and working with agencies to secure permanent housing.
At-risk Health-related Services	These will include working with local health agencies to address student population that requires health services such as asthma related illnesses, students requiring medication or those needing pre-natal care.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. MS 203 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;

MS 203'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, MS 203 will:

- actively involve and engage parents via workshops and meetings 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

MS 203, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07x203 **School Name:** MIDDLE SCHOOL 203

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.

MS 203 has been identified as a SINI in the area of ELA as we have not met AYP for consecutive years for all of our subgroups. For the 2010-2011 academic year, the school was comprised of 295 students from sixth through grade eight. The school population comprised 33% Black, 66% Hispanic, and 1% White students. The student body included 19% English language learners and 30% special education students. Boys account for 56% of the students enrolled and girls account for 44%. In examining the overall curricular structure of the school, the following can be said:

Teachers have created curriculum maps with scaffold tasks, and a focus to push students' thinking beyond the classroom in understanding what they need to know. However, across grades, there is an inconsistency in student involvement in rigorous activities resulting in uneven student engagement in producing academic work that is highly sophisticated and rigorous in nature. The curricula conversations and academic tasks in the content areas as well as in the arts are not consistently challenging students to think and make connections with the real world. Therefore, students' lack of involvement in higher order thinking tasks leads to low level work products. Across classrooms, differentiated learning opportunities are not consistent. Although teachers offer some feedback to students, they do not have a clear sense of their differentiated next steps to accelerate their learning. Teaching strategies and routines do not consistently engage students in collaborative groups to push higher order thinking. Consequently, due to simplistic lesson delivery, student engagement and work productivity remain unchallenged. Teachers use a wide variety of assessment data. Consequently, there is an inconsistent compilation of aggregated data from classroom to classroom leading to an uneven alignment of teaching practices and student performance tracking to improve academic outcomes. Targeted students in need of additional and specific instructional support work with teachers in small groups. Although teachers graph and discuss formative data findings, it is unclear how the differentiated learning goals support student learning as there is no real evidence of the work occurring in the classrooms. Additionally, students are unable to articulate their learning goals or describe the gaps in their own learning.

These factors coupled with the extreme high needs of our student population (the number of ELL's, SIFE and SWD's) have not been able to be overcome by the staff of the school. While attempting to provide support and professional development, the school has not been able to implement a cohesive system to integrate adequate PD for teachers to address the needs and shortcomings indicated above.

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 school will ensure that curriculum maps are aligned to the key State standards (including the CCLS) and provide students with rigorous tasks that challenge them to think critically to support accelerated outcomes. This work will be done through the work of the Inquiry teams (with the initial focus being on the DOE mandated Performance Task as a model) and through weekly ELA department meetings that will be planned and facilitated by both the Assistant Principal and the AUSSIE consultant.

The school will build on the tiered evidence of differentiated instruction to engage students at their multiple entry points resulting in teacher pedagogy that produces higher levels of student products. With the implementation of the more rigorous tasks (as previously mentioned) teachers will begin to critically examine lessons that ensure all students will be able to complete the same performance assessment by the end of a unit. The *change* in philosophy that the end result must be lowered or “differentiated” because of student ability levels will be facilitated by the administration, literacy consultants, and Network Instructional Specialists to a view that the daily lessons/entry points must be differentiated while holding all learners to the high expectation of the culminating assessment task.

The school will ensure that the organization of the data assessment tools is consistent in all classrooms in order to identify trends and support student needs. This will facilitate a systemic process for setting student learning goals to ensure students’ clarity around this expectation for the fulfillment of their academic potential. To accomplish this, the school will adopt the Fountas and Pinnell reading inventory as the standard measure for all students. The ELA teachers will administer the assessment three (3) times during the school year and use the data to inform students, parents, and the instructional staff of the trends – both positive and negative – to better impact curricular conversation. In addition, the ELA teachers will collectively create learning targets/goals for each grade level that spiral up from grade 6 to 8 to ensure consistent learning expectations. Finally, the school will administer a detailed diagnostic assessment (i-Ready Software) aligned to Common Core Learning Standards. Students of all subgroups will take a pre-assessment to determine areas of deficit and concern in the areas of reading (decoding), comprehension, and basic writing fundamentals. Teachers will use the data from the assessment to create class groupings and individual student action plans (goals along with specifically aligned materials to address the deficits).

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 Title I funds for professional development will be used to partially fund a second Assistant Principal for Instruction. The duties of that AP will be to provide content area classroom coaching, frequent cycles of informal and formal observations – with immediate feedback, assistance in lesson planning to better meet the needs of subgroups – specifically the ELL’s, ELL’s with disabilities, and those identified as SIFE, and to facilitate weekly content area meetings that will focus on development and implementation of rigorous assessment tasks centered around the Common Core Learning Standards; A need that was identified and discussed in Part A as a root cause of the SINI identification of the school.

Additionally, the Title 1 funds will be used to hire an AUSSIE consultant for ELA. The duties of the AUSSIE consultant will be to provide content area classroom coaching, train and oversee the use and data analysis of the Fountas and Pinnell reading inventory, provide assistance in lesson planning to improve differentiation skills to provide greater access to grade level material for all learners, and to conduct weekly professional development sessions for all language department teachers.

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

The school will receive assistance from the Content Area Specialists from the Network to provide mentoring to select teachers that require the supplemental assistance. Additionally, the school will utilize the AUSSIE consultant and the content coach to provide mentoring assistance for targeted teachers.

To expand on best practices within the school, the Assistant Principals will create visitation schedules and facilitate visits and conversations between exemplary teachers in the school and those that need growth in specific areas/topics.

The school has also joined in Project KIM, a grant based professional development series that provides mentoring in project based learning, integrating technology into the classroom, and differentiated learning. The staff for mentoring is provided by DIIT through the Fordham Plaza offices.

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.

The school, through the Parent Coordinator and in conjunction with the School Leadership Team (SLT), will conduct parent informational meetings to discuss and explain the school's identification for improvement. Additionally, the school will mail to all households a letter which also provides an explanation of the situation and process, along with dates for the parent meetings. Finally, the school will utilize its phone messenger system to send a recorded message to all parents informing them to look for the mailings and reminding them of the dates/times for the meetings. The messenger program does provide the school with data indicating if a phone number has been disconnected or was not answered so that individual follow-up can be conducted by office personnel.

All correspondence is done in English and Spanish for everyone and certain families are targeted for individual contact based on a home language other than English or Spanish.

**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 Ms. Rello-Anselmi/Robert Cohen	District 07	Borough Bronx	School Number 203
School Name Middle School 203			

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

Principal William Hewlett, Jr.	Assistant Principal Deborah Sanabria
Coach Jill Auerbach	Coach type here
ESL Teacher Nonet Dapul/ESL	Guidance Counselor Santia Camacho
Teacher/Subject Area Carmen Fisher/ESL	Parent Sol Santana
Teacher/Subject Area Wendy Taylor/ELA	Parent Coordinator Jaydee DeLaCruz
Related Service Provider Alma Aviles	Other Joshua Whitham/Assistant Prin
Network Leader Robert Cohen	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	282	Total Number of ELLs	62	ELLs as share of total student population (%)	21.99%
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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. 

Students are identified immediately by the bi-lingual pupil secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. Once the pupil secretary determines that the language code is a language other than English she immediately contact the bilingual Assistant Principal, in charge of the ESL department, who then contact the ESL teacher and ask for her to reviews the HLIS and orally interviews the individual student in order to confirm the native language of the student (usually Spanish). Once the certified ESL teacher completes this process she then arranges for the LAB-R to be administered. The ESL teacher administer the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. Once the test is completed the ESL teacher manually grade the LAB-R utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiencie level is at a Beginner, Intermediate, Advanced or Proficient. If the student falls below proficient then the student is identified as an English Language Learner (ELL) needing ESL services. The identified ELL will also be pulled out and administered the Spanish LAB-R by a bilingual ESL teacher (Spanish). The bilingual certified ESL teacher administer the short version of the Spanish LAB-R, which consist of the Listening, Reading and the Writing in order to determine the level of proficiencet of the native language (usually Spanish). Once the student takes the LAB-R in English and in Spanish the Assistant Principal places them in the appropriate Free Standing ESL class, as well as, communicate with the bilingual Parent Coordinator in order to communicate with the ELL parents as explained below.

In September, the bilingual Assistant principal in charge of the ESL department meets with the two certified ESL teachers to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are beginner, intermediate and Advance. Any students who become proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model. This meeting also includes the creation of both the ESL teacher's schedule that they will follow throughout the year.

In September the bilingual Assistant Principal in charge of the ESL department met with the bilingual Parent Coordinator and discussed the process of informing newly arrived ELL's parents of the three programs (Transitional Bilingual, Dual Language and Freestanding ESL) that are available in District 7 and the program that MS 203 has available. In this meeting an ELL parent package was put together and this folder contained the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- a map of the District 7 schools that contains the above programs
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrive students and once a students are identified as an ELL by the ESL teacher she informs the bilingual Assistant

principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent and arranges an orientation session with the parents and provides the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the bilingual Assistant principal's office (Room 337). To date, all of our parents have requested for the Free Standing ESL program that MS 203 offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that MS 203 will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is what the parents are interested in putting their child

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							1	1	1					3
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	62	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	14
SIFE	22	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	18

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	26		1							26
Total	26	0	1	0	0	0	0	0	0	26

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	19	22					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	20	19	23	0	0	0	0	62

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?

Due to the NCLB mandates Ms 203 runs a Free Standing ESL program with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as, Collaborative team teaching approach. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. These model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension.

According to the Part 154 regulation our Free Standing ESL program consist of a schedule that provides all ELLs to receive their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers partake in the ELA department meeting that meets in a weekly basis for the purpose of developing an ESL curriculum that contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as, the language acquisition support to better prepare our ELLs for the NTSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studeies along with the intermediate and beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social

A. Programming and Scheduling Information

Studies for 45 minutes daily (225 minutes of ESL a week). Both teacher work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to-word translation dictionary (Spanish/Arabic) and the SS textbook is also available in Spanish and the ELLs are able to do research, write reports and do oral presentations and work in teams to present orally based on their language abilities.

In addition, due to the fact that MS 203 only offers the Free Standing ESL program we do not have NLA classes however, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, and Earobics Reach as part of the ESL class. These programs are provided during school, after school and on Saturday. Also, the ELLs students will have access to the classroom libraries in every content area class and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary and Oxford Content area Picture dictionary. Textbooks in Social Studies, Science and Mathematics are also available for ELLs in English and Spanish for additional support.

The delivery of instruction for ELLs in Science and Mathematics are done by the teachers utilizing materials that are modified for the ELL students while using appropriate scaffolding strategies such as the SIOP model, as well as, differentiated materials such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, word-to-word translated dictionary and Content based picture dictionary. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional in each grade and they follow their class with ELLs and provide language support for the ELLs that are in need in Science, Math and Social Studies. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

The Bilingual certified ESL teachers is also certified in Foreign Language (Spanish) and she is the teacher for the Beginner level ESL class therefore, any newly arrived students that are identified as ELLs by the Assistant Principal is placed in her class. On necessary basis the ESL teacher provides informal Native Language assessment such as reading comprehension and writing prompts. She also utilizes the Destination Math Technology based program that offers English and Spanish math assessment that provides data and she can evaluate immediately after the students finishes the pre-programmed test. This information is provided to the Math teacher and the bilingual paraprofessional that travels with the class that the ELL is assigned to. Depending on the results of the informal assessments the ESL teacher differentiates her ESL class based on the language acquisition abilities in English and as necessary in Spanish in order to help accelerate meaning and understanding of the English language. After the second marking period of report cards (February) the ESL teachers and the Assistant Principal in charge of the ESL department evaluate the ELL's English language acquisition progress and determines if students from the beginner ESL class should be moved to the intermediate ESL class in order to continue developing the English language for ELLs who may need a more rigorous academic approach.

MS 203 instructional plan for SIFE, Long Term ELLs and students with disabilities are content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing our SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries,

A. Programming and Scheduling Information

and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension.

MS 203 purchased 10 computers, 5 in each ESL classes (beginner and Intermediate) in order to service the targeted ELLs (0-3 years and 4-6 years). The rationale for creating computer station in the ESL classes is for the certified ESL teacher to implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers. Both self-contained ESL classes differentiate their lesson plan and uses the Ramp-Up Literacy Approach for reading, which consist of independent reading, independent writing, daily vocabulary focus, daily read-Aloud and teacher modeling, classroom conversation and the use of the Destination Reading as part of their daily activities. There is also explicit instruction on comprehension strategy, vocabulary and writing. These various reading and writing approaches are evaluated through students' sharing of lessons learned.

To best meet the needs of SWD ELL's, the school has invested in Integrated Co-Teaching classes that are paralleled with self-contained

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%	All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.		
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?

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the I-READY Diagnostic Reading program, which is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, and standards-based practice. This program is able to precisely pinpoint a student's actual 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?

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the I-READY Diagnostic Reading program, which is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, and standards-based practice. This program is able to precisely pinpoint a student's actual reading skill level and provide teachers immediate assessment results and resource on relative skill base lessons.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teaches the Social Studies class in order to infuse ESL strategies for a total of forty-five minutes a day (225 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for forty-five minutes (225 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

All Targeted ELLs will be offered admission to the MS 203 After-School or Saturday program where teachers meet with students in small group environments utilizing strategies from the Earobics Reach, which is a program that will increase students' reading comprehension. This is a web-base literacy program, which consist of reading comprehension and writing skills at each student's reading level. During the Saturday program the students will use Destination Reading, web-base literacy program, which also provide students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling, and on-level readers. The students will also have access to the READ 180 program and libraries as well as additional books in a variety of genres in English and Spanish. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

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

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)?

Similar to last year we will conduct a Saturday Academy with the focus on building literacy and math skills starting on November, 2011 and completing on March, 2012 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 32 ELLs (18 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2011 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destinatin Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and team teaching. Both teachers have QTEL training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methods/strategies in order to make the content comprehensible for the ELLs. Both

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 entire school community received Professional Development through a school improvement DINI grant from Houghton Mifflin Harcourt who sent two facilitator to provide PD through an interactive co-teaching method from January through May of 2011 for a total of 20 sessions. One of the first professional development that the administrative had the facilitators provide was the Strategic Teaching Essentials for English Language Learners (STEEL) seminar for k-8. This was a two day seminar that prepares teachers to meet the needs of ELLs. It focuses on the research-based intergration of language, literacy, and content instruction as proven most effective for all ELLs. STEEL also offered our teachers easy-to-implement instructional approach that incorporates best practices for ELLs. Other PD that Harcourt provided that was also bebeficial for all the ELLs were Reaching Struggling Readers Worksof for grades 5-12, which consist of providing all teachers practical strategies for working with students who are reading significantly below grade level. Teachers were asked to explore how motivation impacts striggling adolescent readers and ways to engage students through proven strategies for building vocabulary, comprehension and fluency. Through the interactive co-teaching method the two facilitators worked with assigned teachers (entire staff) on developing ways to differentiate instruction and enhance learning for all students, including our ELL population. As part of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses)Signatures and record of descriptive anecdotal of the professional development and next steps were documented and maintained throught the 20 sessions by the facilitators and given to the Assistant Principal in charge of the ESL department to keep in her office (Room 337) for record keeping.

Another aspect of professional development that was provided through the DINI grant was a Lunch and Learn PD that was facilitated by the technology-based program (Destination Math/Reading and Earobics Reach) expert for teachers on learning the how to implement the intervention program in their lesson as well as the basic use of the SmartBoard. The facilitator also provided PD through an interactive co-teaching method to teachers that were providing the technology based intervention program during and after school to all the ELLs in the school such as the ESL teachers, the content-area teachers, the special education teachers, paraprofessionals and the administration.

07X203 will conduct 1.5 hours on Mondays for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echervarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2011 and January 2012. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echervarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

In order to allow teachers to collaborate common planning time is scheduled into their program, which provide for ESL teachers to be an active part of the decision making of the curriculum maps for ELA as well as provide the ELA content teachers valuable information about how ELL learn and discuss the best practice that benefit all learners including ELLs. These mandated weekly meeting can also allow for teachers to have numerous opportunities to engage in curriculum presentations and discussions about their children's' needs. The ESL/ELA curriculum and the planning required for high quality teaching and differntiated planning. All English Language Learners are held to the same high expectations as well as the rest of the school population.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding. Also, the teachers have access to an English Language Learner report card rubric, which is design to include the ELL's language proficiency as part of the grade. It focuses on the following categories; work completed; mastery of content; group skills; English development; and growth and initiative. This rubric allows content teachers to grade the ELLs on the content ability as well as their language proficiency.

MS 203 has a bilingual social worker who is also the grade 8 high school articulation. She provides students and parents high school information in an orientation that was conducted in September as a beginning step of what role the parents have to take and the process that the students have to take. This orientation was done i English and Spanish. The bilingual social worker address all of the eighth grade students by scheduling classroom visits in order to provide the High School selction books in English and Spanish and explains how to use

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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)
<p>100% The entire school community received Professional Development through a school improvement DINI grant from Houghton Mifflin Harcourt who sent two facilitator to provide PD through an interactive co-teaching method from January through May of 2011 for a total of 20 sessions. One of the first professional development sessions was on the book, Making Content Comprehensible for English Language Learners (STEEL).</p> <p>75%</p> <p>50%</p> <p>25%</p>	<p style="text-align: center;">Dual Language</p> <p>100% STEEL also offered our teachers easy-to-implement instructional approach that incorporates best practices for ELLs. Other PD that Harcourt provided that was also beneficial for all the ELLs were Reaching Struggling Readers Workson for grades 5-12, which consist of providing all teachers practical strategies for working with struggling students to explore how motivation impacts struggling students.</p> <p>75%</p> <p>50%</p> <p>25%</p>
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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.

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E. Parental Involvement

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

This year we hired a new bilingual Parent Coordinator and she is currently reaching out to various agencies and Community Based Organization. To date, she has partnered with the Continuing Adult Learning Center located at East Tremont for parents to receive their GED in English or Spanish as well as learning ESL and basic computer skill in order to assist their child with research projects or home work assignment that has to do with technology. In September the Parent Coordinator had a parent meeting to inform and offer the GED, ESL and computer classes. Families of ELL students are included in the school parent meeting as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator. Currently, the parent coordinator is partnering with Lincoln Medical center in order to provide information to all of the parents about health issues such as AIDS, HIV, and the effects of drug and alcohol abuse. Additionall, she is developing a partnership with the 40th pricint in order to address a school community concern on bullying and peer pressure and learn how to conduct peer-mediation for families.

As part of the Title III program ELL parents are invited to attend workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students' participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012. Also, the certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This is our third year with the 21 century state federal funded grant and it contains a parent component that is coordinated by the Leadership program. The parent component of the Leadership program focuses on bulding family series which is designed to help strengthen the bond between parents and their child's school; ehance parent/child relationship; and provide meaningful, informative, and fun workshops for parents' personal development and child's success. The program offers a total of 12 workshops. Upon doing a parent survey based on the various topics that the Leadership program offers the focus for this years parent workshop is as follows: Cyber Safety, Gang Awareness, Fit for Life (teachers parent healthy eating habits), Footloose (parent and child learn to dance with a dance instructor), Academic success: What's your Child's Learning Style?, Tech tools for success (computer basics, Navigating the Internet, microsoft word and Excel), High School Search, Common cents: Managing your Finance, Power of One: Single Parenting, Drumming (Parent/Child learn drumming), and Painting (Parent/Child paint together) These workshops is offered throughout the year and begins in November and are offered in English and Spanish.

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?

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the I-READY Diagnostic Reading program, which is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, and standards-based practice. This program is able to precisely pinpoint a student's actual reading

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The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teachers the Social Studies class in order to infuse ESL strategies for a total of forty-five minutes a day (225 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for forty-five minutes (225 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

All Targeted ELLs will be offered admission to the MS 203 After-School or Saturday program where teachers meet with students in small group environments utilizing strategies from the Earobics Reach, which is a program that will increase students' reading comprehension. This is a web-base literacy program, which consist of reading comprehension and writing skills at each student's reading level. During the Saturday program the students will use Destination Reading, web-base literacy program, which also provide students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling, and on-level readers. The students will also have access to the READ 180 program and libraries as well as additional books in a variety of genres in English and Spanish. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

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)?

Similar to last year we will conduct a Saturday Academy with the focus on building literacy and math skills starting on November, 2011 and completing on March, 2012 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 32 ELLs (18 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2011 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destinatin Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and team teaching. Both teachers have QTEL training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methods/strategies in order to make the content comprehensible for the ELLs. Both

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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.

This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.

In reviewing assessment data of ELL students, 55 students participated in the 2010 NYC translated mathematics examination, 30 students or 54% passed the exam with two or above. Of the 44 who took the test in English 23 received a level 1 and 21 received a level 2 or above. There were 46 students designated to take the NYC ELA test and 23 students received a level 1 and the rest received a level 2 or above. Fortunately, the ELL had shown significant growth in moving students out of level 1 in ELA and Mathematics, there are still students struggling with writing skills and challenging math skills.

On the 2011 NYS Assessments 13 students took the math examination in Spanish, five students received a level one on the math and the ELA exam, four received a level two on both exams while four were exempt from the ELA but scored a Level one on the math. The remaining ELL students took both exams in English. These are students who participate in the MS 203 ELL intervention programs after school and Saturday's. ELL students receive their instruction in English as the class roster includes monolingual and ESL students. As mentioned in previous questions on this document there are bilingual paraprofessional that provided the language support for the ELLs that may need it. Instruction in the intervention programs that includes instructional software is English-based as well. MS 203 no longer has bilingual classes with native language arts block however, the language support and translated textbooks are made available to our ELs.

ELL program success is evaluated on a number of levels including the success of students on state exams such as the NYSESLAT, state assessments in ELA, math and science, Acuity progress reports, academic success via report card data as well as assessments generated from instructional software that is used during intervention programs. On another level success of a program for ELL's is evaluated on student attendance records and where applicable parent participation during meetings and workshops designed for that population.

The information that is provided by the periodic assessments, NYSESIAT, and the State test is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students. Since our ELLs are struggling with literacy (reading and writing) the schools has pushed for all teachers to implement literacy across the curriculum and in their lesson planning for all students. Literacy is not only done in ELA but in all content-area classes. Through informal and formal observations administration is looking for differentiated instruction as well as literacy in all content area subjects. The academic intervention programs that are provided during and after school and on Saturday (Earobics Reach, Destination Math/Reading and I-READY). These intervention programs are technology based and provides immediate data of individual student's progress that teachers can evaluate and apply instant intervention as needed for each ELL. The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

The ESL teachers service the 14 Special Education ELL students in the ESL block and in Social Studies classes. The school also has put in place a pull-out intervention for SIFE and Newcomers to receive additional academic intervention through the use of Earobics Reach and Destination Reading program for 45 minutes 2 times a week

.MS 203 is concluding via the periodic assessments that given the moderate to poor performance of the ell population on these excercises, there must be an increased alignment in the instruction during the day with that of the intervention programs. Presently there is not a planning period that includes that cadre of staff members. This lack of communication has contributed to their performance There must also be consistency in the overall instructional program as well as increased rigor that includes the differentiation of instruction and implementation of liteacy in all content area subjects by all teachers to this population. Finally MS 203 has used these assessments to completely emulate testing conditions on state exams that included the exemption of LEP students. This will no longer take place as their data is as valuable as any and they will be included in the 2011-2012 periodic assessment administration.

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The entire school community received Professional Development through a school improvement DINI grant from Houghton Mifflin Harcourt who sent two facilitator to provide PD through an interactive co-teaching method from January through May of 2011 for a total of 20 sessions. One of the first professional development that the administrative had the facilitators provide was the Strategic Teaching Essentials for English Language Learners (STEEL) seminar for k-8. This was a two day seminar that prepares teachers to meet the needs of ELLs. It focuses on the research-based intergration of language, literacy, and content instruction as proven most effective for all ELLs. STEEL also offered our teachers easy-to-implement instructional approach that incorporates best practices for ELLs. Other PD that Harcourt provided that was also bebeficial for all the ELLs were Reaching Struggling Readers Worksop for grades 5-12, which consist of providing all teachers practical strategies for working with students who are reading significantly below grade level. Teachers were asked to explore how motivation impacts striggling adolescent readers and ways to engage students through proven strategies for building vocabulary, comprehension and fluency. Through the interactive co-teaching method the two facilitators worked with assigned teachers (entire staff) on developing ways to differentiate instruction and enhance learning for all students, including our ELL population. As part of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses)Signatures and record of descriptive anecdotal of the professional development and next steps were documented and maintained throught the 20 sessions by the facilitators and given to the Assistant Principal in charge of the ESL department to keep in her office (Room 337) for record keeping.

Another aspect of professional development that was provided through the DINI grant was a Lunch and Learn PD that was facilitated by the technology-based program (Destination Math/Reading and Earobics Reach) expert for teachers on learning the how to implement the intervention program in their lesson as well as the basic use of the SmartBoard. The facilitator also provided PD through an interactive co-teaching method to teachers that were providing the technology based intervention program during and after school to all the ELLs in the school such as the ESL teachers, the content-area teachers, the special education teachers, paraprofessionals and the administration.

07X203 will conduct 1.5 hours on Mondays for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echervarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2011 and January 2012. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echervarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

In order to allow teachers to collaborate common planning time is scheduled into their program, which provide for ESL teachers to be an active part of the decision making of the curriculum maps for ELA as well as provide the ELA content teachers valuable information about how ELL learn and discuss the best practice that benefit all learners including ELLs. These mandated weekly meeting can also allow for teachers to have numerous opportunities to engage in curriculum presentations and discussions about their children's' needs. The ESL/ELA curriculum and the planning required for high quality teaching and differntiated planning. All English Language Learners are held to the same high expectations as well as the rest of the school population.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding. Also, the teachers have access to an English Language Learner report card rubric, which is design to include the ELL's language proficiency as part of the grade. It focuses on the following categories; work completed; mastery of content; group skills; English development; and growth and initiative. This rubric allows content teachers to grade the ELLs on the content ability as well as their language proficiency.

MS 203 has a bilingual social worker who is also the grade 8 high school articulation. She provides students and parents high school information in an orientation that was conducted in September as a beginning step of what role the parents have to take and the process that the students have to take. This orientation was done i English and Spanish. The bilingual social worker address all of the eighth grade students by scheduling classroom visits in order to provide the High School selction books in English and Spanish and explains how to use it as well as the High School application and explains how to fill it out. This is done in English and Spanish. She also informs students in English and Spanish the process of entering specialized schools that requires auditions and entry tests for all grade eight students including

E. Parental Involvement

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

This year we hired a new bilingual Parent Coordinator and she is currently reaching out to various agencies and Community Based Organization. To date, she has partnered with the Continuing Adult Learning Center located at East Tremont for parents to receive their GED in English or Spanish as well as learning ESL and basic computer skill in order to assist their child with research projects or home work assignment that has to do with technology. In September the Parent Coordinator had a parent meeting to inform and offer the GED, ESL and computer classes. Families of ELL students are included in the school parent meeting as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator. Currently, the parent coordinator is partnering with Lincoln Medical center in order to provide information to all of the parents about health issues such as AIDS, HIV, and the effects of drug and alcohol abuse. Additionall, she is developing a partnership with the 40th pricint in order to address a school community concern on bullying and peer pressure and learn how to conduct peer-mediation for families.

As part of the Title III program ELL parents are invited to attend workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students' participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012. Also, the certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This is our third year with the 21 century state federal funded grant and it contains a parent component that is coordinated by the Leadership program. The parent component of the Leadership program focuses on bulding family series which is designed to help strengthen the bond between parents and their child's school; ehance parent/child relationship; and provide meaningful, informative, and fun workshops for parents' personal development and child's success. The program offers a total of 12 workshops. Upon doing a parent survey based on the various topics that the Leadership program offers the focus for this years parent workshop is as follows: Cyber Safety, Gang Awareness, Fit for Life (teachers parent healthy eating habits), Footloose (parent and child learn to dance with a dance instructor), Academic success: What's your Child's Learning Style?, Tech tools for success (computer basics, Navigating the Internet, microsoft word and Excel), High School Search, Common cents: Managing your Finance, Power of One: Single Parenting, Drumming (Parent/Child learn drumming), and Painting (Parent/Child paint together) These workshops is offered throughout the year and begins in November and are offered in English and Spanish.

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)							6	7	6					19
Intermediate(I)								1						1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)														0
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	7	0	0	20
7	12	3	0	0	15
8	7	20	0	0	27
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
5									0
6	4	6	9	2					21
7	9	7	4	1					21
8	0	2	13	10	4	0			29
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6	6	8	8	0	1			29
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	2		2	
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	1		1	

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)	0	0	0	0	0	0	0	0
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:

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.

This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.

In reviewing assessment data of ELL students, 55 students participated in the 2010 NYC translated mathematics examination, 30 students or 54% passed the exam with two or above. Of the 44 who took the test in English 23 received a level 1 and 21 received a level 2 or above. There were 46 students designated to take the NYC ELA test and 23 students received a level 1 and the rest received a level 2 or above. Fortunately, the ELL had shown significant growth in moving students out of level 1 in ELA and Mathematics, there are still students struggling with writing skills and challenging math skills.

On the 2011 NYS Assessments 13 students took the math examination in Spanish, five students received a level one on the math and the ELA exam, four received a level two on both exams while four were exempt from the ELA but scored a Level one on the math. The remaining ELL students took both exams in English. These are students who participate in the MS 203 ELL intervention programs after school and Saturday's. ELL students receive their instruction in English as the class roster includes monolingual and ESL students. As mentioned in previous questions on this document there are bilingual paraprofessional that provided the language support for the ELLs that may need it. Instruction in the intervention programs that includes instructional software is English-based as well. MS 203 no longer has bilingual classes with native language arts block however, the language support and translated textbooks are made available to our ELs.

ELL program success is evaluated on a number of levels including the success of students on state exams such as the NYSESLAT, state assessments in ELA, math and science, Acuity progress reports, academic success via report card data as well as assessments generated from instructional software that is used during intervention programs. On another level success of a program for ELL's is evaluated on student attendance records and where applicable parent participation during meetings and workshops designed for that population.

The information that is provided by the periodic assessments, NYSESIAT, and the State test is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students. Since our ELLs are struggling with literacy (reading and writing) the schools has pushed for all teachers to implement literacy across the curriculum and in their lesson planning for all students. Literacy is not only done in ELA but in all content-area classes. Through informal and formal observations administration is looking for differentiated instruction as well as literacy in all content area subjects. The academic intervention programs that are provided during and after school and on Saturday (Earobics Reach, Destination Math/Reading and I-READY). These intervention programs are technology based and provides immediate data of individual student's progress that teachers can evaluate and apply instant intervention as needed for each ELL. The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

The ESL teachers service the 14 Special Education ELL students in the ESL block and in Social Studies classes. The school also has put in place a pull-out intervention for SIFE and Newcomers to receive additional academic intervention through the use of Earobics Reach and Destination Reading program for 45 minutes 2 times a week

.MS 203 is concluding via the periodic assessments that given the moderate to poor performance of the ell population on these excercises, there must be an increased alignment in the instruction during the day with that of the intervention programs. Presently there is not a planning period that includes that cadre of staff members. This lack of communication has contributed to their performance There must also be consistency in the overall instructional program as well as increased rigor that includes the differentiation of instruction and implementation of liteacy in all content area subjects by all teachers to this population. Finally MS 203 has used these assessments to completely emulate testing conditions on state exams that included the exemption of LEP students. This will no longer take place as their data is as valuable as any and they will be included in the 2011-2012 periodic assessment administration.

Part VI: LAP Assurances

School Name: <u>Middle School 203</u>		School DBN: <u>07X203</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Hewlett, Jr.	Principal		1/1/01
Deborah Sanabria	Assistant Principal		1/1/01
Jaydee De La Cruz	Parent Coordinator		1/1/01
Nonet Dapul	ESL Teacher		1/1/01
Sol Santana	Parent		1/1/01
Carmen Fisher/ESL	Teacher/Subject Area		1/1/01
Wendy Taylor/ELA	Teacher/Subject Area		1/1/01
Jill Auerbach	Coach		1/1/01
	Coach		1/1/01
Santia Camacho	Guidance Counselor		1/1/01
Robert Cohen	Network Leader		1/1/01
Joshua Whitham	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X203 **School Name:** PAUL ROBESON

Cluster: DSSI 01 **Network:** 104

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

Part A: Needs Assessment Findings

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

According to enrollment data 70.4% of the student population is Hispanic with 21.7% as English Language Learners. Spanish is the primary language spoken in many of those homes. Upon enrollment parents complete a Home Language Identification Survey. Parents upon enrollment wherever available meet with the Parent Coordinator. This information is also recorded on emergency card information as well as in ATS. Given this information and data there is always a need for an oral translator in the main office as well as translated written material that is sent home to parents.

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.

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

Part B: Strategies and Activities

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

Written translation documents are produced by the Parent Coordinator. Where needed if language interpretation is required in another language the Parent Coordinator will contact the Network or the Language Interpretation Office to insure documents are available to parents in a timely manner. Per Chancellor's Regulation A663 MS 203 will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

MS 203 will post a sign in the main office and Parent Coordinators office indicating the availability of interpretation services.

MS 203's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

Oral translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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>.

All information to parents is forwarded in English and Spanish. Upon enrollment at MS 203, parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of that parent.

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: 203	DBN: 07X203
Cluster Leader: 104	Network Leader: Robert Cohen
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 type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 63 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: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At MS203 we currently have 63 ELL students in grades 6-8 who receive stand alone ESL instruction. There are two certified ESL teachers who provide ESL instruction for all the ELLs. This year there are two certified ESL teachers providing ESL; one for the beginning level students and the second one for the intermediate level ELL students according to their 2011 NYSESLAT results. The Advance level ELL students are receiving ELA during their normal schedule however, the ESL is provided during Social Studies classes using a collaborative team teaching approach, which the certified ESL teacher works collaboratively with the certified content area (SS) teacher in the classroom. They follow a balanced literacy approach utilizing Holt McDougal United States History materials that are modified for the ELL students while using appropriate scaffolding strategies as well as differentiated materials such as visuals, articles, and word-to-word translated dictionary. In addition, the certified ESL teachers also provide ESL through utilizing the Push-In model for all the other ELLs.

07X203 will conduct two Title III supplemental instructional activities.

Similar to last year we will conduct a Saturday Academy with the focus on building literacy and math skills starting on November, 2011 and completing on March, 2012 for a total of 20 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 32 ELLs (18 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2011 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destination Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and team teaching. Both teachers have QTEL training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with ESL and social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Earobics Reach is a technology-based program that accelerates reading skills, which combines engaging content for the older learner and state-of-the-art software that adapts to student progress. This program specifically targets ELLs and SWDs and it's geared on building reading and writing skills. Destination Math is a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

Part B: Direct Instruction Supplemental Program Information

In addition, we will target 19 students who have been in the country for less than 3 years and be part of the Newly Arrived ELLs after school program. This class will meet once a week after school for 1.5 hours for 20 weeks starting in November, 2011 from 3:30pm-5:00pm. The certified ESL teacher (Ms. Dapul) will provide these students with additional ESL support utilizing texts materials such as Making Connection (Beginner Level), Newcomers, Hampton-Brown English At Your Command, Basic Grammar in Action, content base Oxford Picture Dictionary and the Longman Dictionary for ELLs. These materials will assist the ESL teacher to help them improve their listening, speaking, reading and writing skills in English. In addition, the ESL teacher will implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers.

In order to run the Saturday Academy for ELLs and the Newly Arrived after-school program a licensed supervisor needs to be present to oversee and maintain structures for these programs. A Bilingual licensed supervisor with QTEL training will be made available in order to communicate with Spanish speaking parents, sets up and distribute breakfast (8:30am-9:00am) and lunch (12:00pm-12:30pm) for the Saturday program and snacks for the Newly Arrived program. The content and ESL teachers are not Native speakers of Spanish therefore the Bilingual Supervisor will fill in any communication gap that may occur between the teachers and the students. In addition, the supervisor completes the administrative paperwork that is generated throughout the programs such as, attendance, parent letters (English/Spanish), monitoring students' academic progress, data analysis, supply orders, disciplinary actions, submitting and maintaining the required DOE permits for both building and food requests, etc.

Food and building permits will be at no cost to Title III program.

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: 07X203 will conduct 1.5 hours on Mondays for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echvarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2011 and January 2012. The hope is that

Part C: Professional Development

teachers will use Making Content Comprehensible for English Learners by Jana Echvarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

Part D: Parental Engagement Activities

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

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

Begin description here: MS 203 is a school that believes in home-school connections/partnerships. This year MS 203 will provide the following:

- Parent workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students’ participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012.
- The certified ESL teacher will facilitate the students’ presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This parent component will be at no cost to the Title III program.

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10776.42	Rate*# of people*hours*sessons 50.06*3*1*6=\$901.08 (TE PD) 52.39*1*1*6=\$315.78 (SU PD) 50.06*2*3*15=\$4505.40 (TE Sat)

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		$52.39 * 1 * 4 * 15 = \$3143.4$ (SU Sat) $50.06 * 1.5 * 15 = \$1126.35$ (TE New Arr) $52.39 * 1 * 15 = \$785.85$ (SU New Arr)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$223.58	Purchase of marble notebooks and pens/pencils to facilitate and organize authentic student writing activities through the use of the Writer's Notebook.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11000	