



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

THE NEW SCHOOL FOR LEADERSHIP AND THE ARTS

DBN 10x244

PRINCIPAL: DOLORES PETERSON EMAIL: DPETERS@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Dolores Peterson	*Principal or Designee	
Diana Evan	*UFT Chapter Leader	
Fermita Wardlow	*PTA President	
Nancy Acosta	Member/Teacher	
Michelle Terrell	Chairperson	
Pedro Reyes	Member/Teacher	
Andrea Arist. Neequaye	Member/Teacher	
Isabel Colon	Member/Parent	
Ana Cabrera	DC 37 member	
Gissette Cespedo	Member/Parent	
Yasminda Alvarez	Member/Parent	
Valerie Garcia	Member/Parent	
Ana Martinez	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, instruction will improve for all students with IEP's and our self-contained Special Education students will demonstrate progress toward achieving State standards in both ELA and Mathematics as measured by a 10% increase in the percentage of proficient students in ELA and a 15% increase in proficiency in Mathematics (Levels 3 & 4).

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.

As indicated by our 2011 Progress Report:

- The percentage of self-contained students proficient in ELA is at 2.6%, and proficient in math is at 23.1%
- The percentage of SETSS students proficient in ELA is at 7.7%, and proficient in math at 23.5%
- The percentage of ICT students proficient in ELA is at 0%, and proficient in math is at 0%.
- In total, the percentage of students with IEP's proficient in ELA is 10.3%, and proficient in math is 46.6%.

Analysis of our SETSS data indicates that SETSS students with the strongest classroom teachers performed higher on State assessments than SETSS students in other classes, regardless of the SETSS teacher. There is a need for greater accountability on the part of our SETSS teachers. There is also a need to align our formative school-wide assessments with the assessments used by our SETSS teachers. Alignment of assessment levels and mastery of targeted skills must be evident in all assessments before students can be considered on track to proficiency.

Last year was our first year with an ICT class and adopting an effective co-teaching model that worked for both teachers and students was a challenge. Although our ICT students made gains, no ICT student scored at a proficient level. Ongoing professional development for both the Special Ed. teacher and the General Ed. teacher in our ICT classes is needed.

In analyzing instruction in our self contained classes, we identified the need to improve differentiation for individual students and to support special education teachers in their planning with regular education teachers and the strategies discussed that are appropriate for each unit.

One root cause of a low percentage of self-contained special education students reaching proficiency levels we found that most of our special education self-contained students are beginning the middle school grades with low performance levels, yet they are challenged to master more difficult tasks as they continue through the higher grades. Using various assessments, i.e. Brigance, Fountas & Pinnell & Acuity, we have to determine which reading/grade level is represented by the student's level one. To increase the number of students proficient in both ELA and Math, often requires an acceleration of progress spanning a number of grades. This is difficult enough for students without disabilities to accomplish, some of whom are held over when they are not ready, but to require this of students with disabilities, who are rarely held over, and to hold teachers accountable for their proficiency, is an emotional, social and instructional challenge for any institution of learning. Teachers and schools should be held accountable for progress and not proficiency when it pertains to self-contained special education students.

Instructional strategies/activities

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

Professional development opportunities will be scheduled for all special education and SETSS teachers. We will continue “collaboration” meetings after school during which time special education teachers plan with regular education teachers. All teachers will create and implement units based on the common core standards. With the continued support of our network, our special education teachers, and as often as possible, all teachers who teach students with IEP’s, will receive differentiated professional development on assessment, lesson planning with differentiation, and understanding student goals as indicated on the IEP. We are investing an enormous amount of time researching various reading materials that will allow special education students to study the same topic using reading materials that are suitable for their reading levels, but that also graduate very quickly to grade level. Special education teachers will be held to the same accountability and time frame for teaching instructional components; however, additional time will be given to students to complete performance tasks.

Strategies to increase parental involvement

Not Applicable

Strategies for attracting Highly Qualified Teachers (HQT)

Not Applicable.

Service and program coordination

Not Applicable.

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.

Title I Funds have been scheduled for the following purposes:

- To purchase remedial math and literacy materials that will support student efforts to meet proficiency
- To provide teachers with Professional Development around The Common Core State Standards.
- To provide teachers with per-session for collaborative planning sessions where units of studies will be developed incorporating CCSS

Fair Student Funding has been used to fund Para-professionals, SETSS teachers, purchase materials for classes, and partially funding Lead teachers in ELA and Math who are responsible for facilitating workshops around CCSS.

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.

To increase the percentage of general education students scoring proficient on the ELA and Mathematics State exams as indicated by our student performance score on the 2012 Progress Report.

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 percentage of students at Level 3 or 4 in ELA will increase from 28.5 % to 39.7% as measured by the 2012 Progress Report's Student Performance score. The percentage of students at Level 3 or 4 in mathematics will increase from 55% to 60% as measured by the 2012 Progress Report's Student Performance Score.

Although we received an **A** on the Progress Report 2010-2011 and received an overall score of 69.5 out of 100, we noted that we only received 11.9 out of 25 in the category of Student Performance. As we reviewed the results of the 2011 NYS ELA Results, the September 2011 Reading and Writing Baselines, and compared 2010 and 2011 NYS ELA results, we have concluded the following as barriers preventing the school's continuous improvement:

First, our ELA Level 4 students were unable to maintain this level from one year to another. This finding leads us to differentiate the curriculum for our top performing students in order to provide them with higher level reading materials and instruction that will provide them with opportunities to analyze literature and critically question an author's style and purpose. These students will be required to read additional texts, also at higher levels. Teachers will analyze the structure of the 2011 ELA Exam, review the types of questions that were asked, and distinguish, based on the scoring guides, the difference between a high Level 3 and a Level 4. This will reflect in their instruction as they use reading and writing strategies that will move students from Level 3 to Level 4 and maintain those students who are already at Level 4. Teacher verbal questioning and questions requiring a written will reflect the sophistication of the exam throughout their daily instruction and students will understand the rubric from which they are being assessed.

Second, our large ELL population is challenged by the new format and content of the NYS ELA exam because of its focus on informational text and sophisticated writing prompts that are not looking to see that they know how to read in English but rather think in a sophisticated way in English. The majority of our ELLs struggle with a) understanding the text as they translate in their minds from English to Spanish and vice-versa, b) comprehend what is being asked of them, and c) how to

respond correctly in written form in English while in their minds constructing the response in Spanish. This all goes without even addressing the fact that most of the texts used on the NYS ELA 2011 exam were socially and culturally irrelevant/foreign to the lives of our very high immigrant population. This is compounded by the fact that we had a larger population than ever of ELLs taking the exam for the very first time, formally attending school for the very first time for two consecutive years, and/or are at different levels academically in their native language.

This year, texts in our ELL classes will focus on nonfiction informational text that will provide students with enough background knowledge in social studies, science, technology, and the arts that will assist them in confronting the any degree of text on the NYS 2012 ELA Exam.

Third, we did not earn any additional points in ELA for our Self-Contained, CTT, or SETSS population of students at Level 3 or 4. As with our ELLs, reading comprehension, low vocabulary skills, and the inability of this population to critically analyze literature are barriers to continuous improvement. As we analyze the Common Core State Standards, there is a need to improve vocabulary skills, comprehension skills, and to expand the knowledge base of our students in history, science, technology and the arts.

Our ELA program will be strengthened by teachers becoming experts on the Common Core State Standards, participating in various CCSS workshops, and collaboratively breaking down the standards to direct instruction. As teacher understanding of CCSS deepens, instruction will reflect the CCSS and performance tasks will be developed that reflect CCSS. ELA Units will reflect not only the demands of CCSS but also include themes that are relevant to students and have a direct connection to their aspirations for high school and college. Students will develop better reading skills, a deeper understanding of the world around them, and see clear connections between what they are learning about in class and their future careers.

In Math, 55 % of our students reached Level 3 or 4 and we received additional points for our self-contained population. Where we did not receive additional credit was for our SETSS and CTT students. One of the barriers was the fact that last year was our first year with a CTT class. Teachers had to learn as the year progressed how this model could benefit both the CTT students and regular education students in the class. The Special Education in the class had to become accustomed to the model as well as familiarize themselves with the various curriculums.

After countless workshops and meeting with the Special Ed. Asst. principal and Network Special Education Coordinators, we will strengthen this by having the special education counterpart also a special education math teacher. This will allow for a better understanding between math teachers during common planning meetings. All teachers will receive CCSS Math workshops as they relate to both regular education students and special needs students.

Like the CCSS-ELA, the CCSS-Math requires students to apply high level thinking skills to sophisticated math tasks and forces students to make connections to the world around them. Student inability to make connections between math and other core subject areas (ELA, SSS, Science, Technology, and the Arts) is a barrier to preparing students for the higher level of thinking that will be required of them on the 2012 NYS Math Assessment.

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) time line for implementation.

The following strategies/activities will be used to achieve our goal of increasing student proficiency in ELA and Math:

- Teachers will develop units of study that completely reflect the Common Core State Standards.
- Teachers will work collaboratively every Thursday during departmental Collaborative Team Planning Sessions to analyze student data collected from the NYS 2011 State Assessment, Reading and Writing Baselines, Acuity, and teacher created assessments to create instructional action plans.
- During the 2011-2012 school year, ELA Units will reflect the need to expose our students to various informational texts and where appropriate units will have direct connection to what students are studying in social studies and/or science.
- During the 2011-2012 school year, Math Units will reflect CCSS and focus on improving student abilities to answer multiple step performance tasks in written form using math vocabulary.
- During the 2011-2012 school year, Math Units will also focus on connecting content with future careers.
- Students will be offered an ELA/Math Intensive After-School Program that will review and reinforce lesson taught during the day. All Level 1 and Level 2 students will be strongly encouraged to attend. An Honors ELA/Math Intensive will be offered simultaneously and target those students who are Level 3 , 4 and high 2s that will focus on exposing students to higher level texts and regents math.
- Teachers will use assessment results continually throughout the year to inform the instruction that takes place during after school.
- The NSLA Saturday Academy will also target students at various levels in ELA and Math and will focus on test sophistication and improving writing in ELA/Math.
- Both the ELA/Math Intensives and The NSLA Saturday Academy will target ELLs and Special Needs students.

With the continued support of our network, our special education teachers, and on occasion all teachers who teach students with IEP's, will received differentiated professional development on assessment, lesson planning with differentiation, and understanding student goals as indicated on the IEP.

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

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.

Title III funds will be used to support our efforts to target ELL students during our afterschool and The NSLA Saturday Academy. These funds are scheduled in Galaxy under OTPS in Curriculum Development in order to bring in non DOE consultants to work with our teachers who service ELL students and in Supplies General to purchase the materials to be used during these programs. These funds have also been scheduled in Per Session to pay for teachers working after school and on Saturdays.

Title I Funds and Fair Student Funding will be used to support our extensive afterschool and Saturday Programs in per session, supplies general, and equipment

general. Title I funds are also being used for professional development in order to train teachers on the CCSS and on data analysis.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By the end of the school year, teacher planning teams will collaborate and complete four ELA and Math interdisciplinary units focusing on the integration of the Common Core State Standards with new unit themes.

Comprehensive needs assessment

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

In analyzing our curriculum maps, administrators determined that we must support teachers in creating units that were more challenging, more informative, and embedded with the learning and application of the skill sets needed for the future employment of our students. Although we had implemented units that were relevant to the lives of our students before the common core standards were made available, we still struggled with the direction of our units other than the mastering of reading, writing, and mathematical skills.

As a result of attending several common core conferences and professional development activities over the past two years, our administrative staff embraced the ideas of the common core standards and agreed that the implementation of these standards would result in higher test scores as they address skills, content, relevancy and motivation.

After implementing the three units provided by the State, “Can Animals Think?” Grade 6; “The Omnivore’s Dilemma” – Grade 7; and “Forensic Anthropology” Grade 8; all staff members agreed that the high interest content motivated students to not just read more difficult texts, but to continue reading independently as they became engaged in the topics. Students also made connections between these topics and their future in high school, college and careers.

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.

We are currently engaged in weekly collaborative meetings that focus on the common core standards and creating units similar to those provided by the State. These teams will continue to explore high interest topics and texts that will support student learning, while allowing students to use their learned skills to understand the world around them and the opportunities that will be available to them in the future. For teachers, new content and a required deeper level of understanding of the content motivated teachers to plan rigorous lessons focusing on higher level thinking questions, challenging performance tasks and assessments that addressed different aspects of the learning. Teachers will continue to research relevant texts at various reading levels to allow multiple entry points into the topic. In this way, differentiated instruction can be a strategy used by all teachers and not just special education teachers. We will create teacher “experts” who can share their best practices and experiences with their colleagues while we meet weekly to analyze student work.

Professional development opportunities will be available for all teachers and para-professionals in the area of instruction, application of skills, and student goal setting. We will reach out for continued network support to bring in “experts” to facilitate our professional development. We will continue our professional development model which includes our network coaches, administrators, lead teachers and teacher “experts.” We will also continue our assessment team, which using the inquiry model meets weekly to schedule, formalize and analyze data. This data is then disseminated to teachers in a uniform format which will then be discussed at collaboration meetings.

Strategies to increase parental involvement

- By the end of the year, parents will participate in professional development to understand the common core standards. In addition, these workshops will assist parents in understanding academic achievement standards and assessments and how to monitor their child’s progress.

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

N/A

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.

ARRA RTTT Citywide Inst Exp. Funds (\$6000) have been scheduled to reimburse teachers with per-session for staying after school to create these units of studies. Fair Student Funding will be used to purchase professional development materials and resources around planning units of study and the Common Core State Standards. These funds will also be used for groups of teachers to analyze data and the curriculum maps through an inquiry process.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By the end of the 2011-2012 school year administrators will have increased the number of informal classroom observations by 50%.

By June 2012 all administrators will be trained in the use of the Teachscape walkthrough program and website. By October 2011, 100% of our teachers will receive a Danielson's Framework for Teaching rubric with clear and detailed instructions of how administrators will use the framework for informal observations and walkthroughs.

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.

There is a clear need to review our observation process to ensure the accuracy of administrative understanding of teacher effectiveness and to make informed tenure decisions. There is a need for all teachers, tenured and non-tenured, to experience an observation process that is both fair and informative as well as aligned to a reasonable degree to student data.

In the past our school has utilized various methods and rubrics to establish standards for teaching. What has worked best has been a consistent rubric by which teachers could reflect on where they scored and one that administrators could speak to during informal observation conferences.

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.
 - e)

A modified professional development rubric has been created that will now incorporate Charlotte Danielson's Framework for Teaching. Teachers will use the Framework to self-evaluate and set goals.

Administrators will use the Framework to create a common language around teacher effectiveness, and to discuss our teachers' self evaluations as they become familiar with the Framework.

Administrators will use the Teachscape computer program to systematically and consistently record and analyze data from our informal observations. With teacher agreement, we also will offer classroom video for evidence of improvement or areas of concern.

Along with Danielson's Framework for Teaching and Teachscape, our school-wide focus on the Common Core State Standards will enable administrators and teachers to engage in deeper conversations around teaching, learning, and student achievement.

Strategies to increase parental involvement

Not Applicable

Strategies for attracting Highly Qualified Teachers (HQT)

Not Applicable

Service and program coordination

Not Applicable

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.

Fair Student Funding will be used to purchase the Teachscape Software that will assist administrators in the observation process.

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 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.

	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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	30	21	0	0	15	N/A	N/A	15
7	44	25	15	15	20	N/A	N/A	N/A
8	23	19	35	30	25	N/A	N/A	90

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
<p>ELA</p>	<p>READ 180: We currently have two READ 180 programs servicing 32 students, with one program in a bilingual classroom, and the other in a designated READ 180 room for monolingual students. Students performing in the lowest third percentile on the ELA and on our baseline assessment are serviced throughout the day in groups of 8 for two periods each. Groups participate for one cycle during the year which is approximately four months long. Progress is monitored using our custom made Acuity periodic assessments and custom made unit assessments.</p> <p>WILSON: Two teachers work with our special needs population in an after school program that uses the Wilson Reading Program. Targeted students are our lowest performing special needs students with whom the teachers reinforce fluency skills and writing skills.</p> <p>ELA Enrichment: ELA Enrichment is an after school program in which teachers and students focus on the application of collective reading skills and the impact that reading proficiency has on understanding the text. High interest texts are used to reinforce acquisition and application of reading skills. Students attend ELA Enrichment for two one-hour sessions per week.</p> <p>DESTINATION ELA - RIVERDEEP: Teachers have been trained to use this comprehensive online supplemental program to support students in applying reading skills according to the needs of the students. Struggling students are motivated by the high interest technology presentation of skills, activities and text. Because the program addresses a variety of levels, students at all skill levels are able to benefit from its use. Students use RIVERDEEP in class, after school programs and at home. Parents have access to student activities and results.</p> <p>ACUITY ASSESSMENT ACTIVITIES: Students create skill goals according to their Acuity assessment results. These needs are prioritized by the teachers who assign various skill activities at graduating levels to reinforce reading skills. Students must master three grades of skill set activities before moving on to additional skill sets. Targeted students are those students who need individual skill reinforcement as well as motivation.</p> <p>SATURDAY ELL ACADEMY: Our Saturday ELL Academy targets our large ELL</p>

	<p>population and focuses on reading, writing, listening and speaking skills. Students participate in activities in all four areas to prepare to pass the NYSESLAT. This program also focuses on trips to engage students in hands-on activities and using descriptive language in both speaking and writing. Language is promoted as students read about and visit new places that help them understand their new country.</p> <p>SATURDAY ACADEMY: Saturday Academy targets our low performing students and connects their reading and writing activities to their co-curricular activities in school. All students participating in sports, the Arts, music or exercise programs at N.S.L.J. must attend Saturday Academy as teachers integrate skill proficiency with each students area of interest i.e., our basketball team attends ELA and Math classes as a team on Saturdays that are taught by the coaches.</p> <p>For those students who cannot attend after school programs during the week, we also offer a Saturday class that supports skill building and application of these skills in Saturday book clubs and journalism classes. Student progress in all programs is monitored on a monthly basis by our Inquiry Team.</p> <p>SCANTRON PERFORMANCE SERIES: Teachers are able to access this online assessment which provides insights into student performance on a national scale. What makes this assessment unique is its adaptive feature thereby providing a different test for each student based of their ability. The results from this assessment inform instruction and helps teachers better differentiate group work.</p>
<p>Mathematics</p>	<p><input type="checkbox"/> MATH INTENSIVE: Math Intensive is an after school program focusing on the reinforcement of skills needed to be successful in the current unit for the grade. Students attend Math Intensive for two, one-hour sessions a week. Progress is monitored by both the after school teacher and the math teacher and by performance on the unit assessment.</p> <p>DESTINATION MATH - RIVERDEEP: Teachers use this comprehensive math skill building program which combines high interest technology with conceptual thinking about</p>

	<p>math. Skill combinations are addressed as well as reading, writing and thinking mathematically. Students at all levels are targeted to enhance their understanding of math concepts as well as computation. RIVERDEEP is used in the classroom, after school and at home and progress is continually monitored by teachers.</p> <p>ACUITY ASSESSMENT ACTIVITIES: Students create math skill goals based on their performance on our custom made Acuity baseline as well as the item skills analysis on the State Math exam. Students are then assigned reinforcement activities to complete until they have mastered the skill. Students must master three grade levels of skills to be eligible to move on to the next skill set.</p> <p>MATH CLINIC: Students who scored in the bottom third percentile in Math are scheduled to attend a math clinic for one period three times a week. The Math Clinic is diagnostic and shares student data with students and teachers in both our day school and our after school programs. Math Clinic also compiles data from other AIS programs attended by the student in order to create and monitor successful intervention programs.</p>
<p>Science</p>	<p>SCIENCE FIRST: After analyzing last year's 8th grade science test to determine why many students do not score proficient levels, we developed an after school program that focuses on hands-on science activities and science vocabulary. Targeted students are those students who teachers have identified in class as needing additional support in science. SCIENCE FIRST meets for two hours, twice a week.</p>
<p>Social Studies</p>	<p>ELA/SOCIAL STUDIES UNIT INTEGRATION: During curriculum planning, two ELA units were devoted to supporting the Social Studies curriculum. Social Studies teachers focus on content while ELA teachers focus on texts, both fiction and historical fiction, and reading and writing to support the Social Studies unit.</p> <p>ELA/SOCIAL STUDIES AFTER SCHOOL ENRICHMENT PROGRAM: As part of the ELA Enrichment Program, Science and Social Studies topics are designated topics for the application of reading skills.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>ADVISORY: All counselors meet with groups of students for Advisory where study skills, goals and challenges are discussed and addressed. At-risk students are monitored by guidance counselors to ensure progress.</p> <p>BELFANZ INDICATORS: (ISIS) Students are monitored beginning in the 6th grade for</p>

	<p>those indicators that, according to the researcher Belfanz from Johns Hopkins, determine whether or not these students are at-risk for high school success. We identify these students in the 6th grade as well as the 7th because of our double entry anomaly and monitor them through the grades. Students identified for this program have attendance issues, have failed a core subject on the their report card, or have severe behavioral issues.</p> <p>Group Counseling: Counselors identify students in need of social emotional support through a student survey. Groups are then created by the counselors to address specific social/emotional issues students that have requested.</p> <p>One-on-One Counseling: Counselors identify at-risk students with severe social-emotional or academic challenges and schedule one on one conference with these students as well as creating a follow-up schedule and a system of sharing data with the teachers of these students.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Instructional Support Team: Our school psychologist participates in our I.S.T. where students who need additional support or a possible referral are identified. The school psychologist follows up on the recommendations of the I.S.T. and ensures that the student receives the appropriate support.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Instructional Support Team: Our social worker meets with the parents of students who have been identified by the I.S.T. as needing additional academic or social support and follows up with the school psychologist. Our social worker often conferences with students and parents to provide a comprehensive history to the I.S.T. Our counselors, school psychologist and social worker also make referrals to outside agencies when they believe the student's need for these services is warranted.</p>
<p>At-risk Health-related Services</p>	<p>Dr. Beier's Clinic for Teenagers at St. Barnabas: N.S.L.J. currently works together with Dr. Beier and her program for teenagers. Interns visit our school to conference with our at-risk students to provide additional services. Our students also visit Dr. Beier's Clinic to participate in health-related programs.</p>

Parent Involvement Policy

School Year 2011-2012

Parents, guardians and families of students at The New School for Leadership and The Arts (M.S. 244) will be provided with the opportunities to participate in the Parent Teacher Association, School Leadership Team, and parent workshops. Our focus is always to build strong home/school partnerships, family literacy, and family math, and to provide workshops which promote an understanding of performance standards, the new promotional criteria, parent volunteer program and accessing the services of community resources.

To encourage parent involvement at Middle School 244 we will continue to:

- Conduct a Title I Annual Parent meeting to discuss the allocation of Title 1 funding for the year
- Support parents in their role as the first teacher through workshops and activities
- Conduct monthly Parent Teacher Association meetings
- Offer the Parent Teacher Association monthly meetings with the Principal
- Engage parents in the School Leadership Team process and regular meetings to share information and plan collaboratively
- Hold yearly orientation meetings for parents with classroom teachers, supervisors, guidance and related service providers
- Distribute all notices in English and Spanish, and support our parents who speak other languages.
- Ensure that the Title I funds allocated for parental Involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Compact
- Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
- Provide technical support for those parents needing assistance with Aris, Engrade and the DOE accountability system
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Establishing a Parent Resource Center/ Lending library, instructional materials for parents
- Translate all critical school documents and provide an interpreter if needed

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each marking 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 November 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 with 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;
- provide bilingual translation and service

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;;
- set limits to the amount of time my child watches television or plays video games;
- ensure their child participates in an extracurricular activity which fosters academic support such as, extended day, Rhoer club, and /or team sports
- 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 promptly 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;;
- take part in the school's Parent-Teacher Association or School Leadership Team Meeting, Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- monitor my child's internet access including any social network such as facebook, triwitter, and my space
- become familiar with the school, district, citywide and State assessments and plan to prepare my child for test experience

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
- informing an adult of any conflict involving self or other students
- always try my best to learn.
- wear appropriate attire to school
- not bringing electronics into the school building

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X244 **School Name:** MS 244

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.

A substantial amount of ELLs (Males) were not proficient on the 2011 NYS ELA Exam. We had many ELLs take the exam for the first or second time since arriving to this country which accounts for a vast majority of the students in this population that did not score a Level 3 on the exam. The remaining ELLs are at different stages of language development and ESL services this year are clearly aligned with the new requirements of the NYS ELA Exam and will include a much more rigorous writing component. Our after school and Saturday Academy address the skills needed to be proficient and successful with longer reading passages and higher level thinking questions that require short and extended responses based on comprehension and synthesis of the text.

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.

MS 244 will use its after school and Saturday Academy to address the needs of its ELL population. During these sessions Progress ELA (Triumph Learning), Acuity, and Empire State ELA (Continental) will be used to teach students the specific skills needed to demonstrate improvement on both the NYS ELA as well as on the NYSESLAT. Guidance Counselors and Asst. Principals will be responsible for making sure that the targeted students attend these sessions and they will continue to follow up on student progress via Engrade and Acuity data.

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.

These funds will be used to provide teachers with the necessary professional development that addresses the needs of ELLs. Some of the topics addressed will be: Improving Reading and Writing Skills of ELLs and Special Needs students, Understanding the Common Core State Standards specific to ELLs, and Strategies for Teaching ELLs how to understand Informational Text. Workshops will also be given on differentiation and addressing multiple learning styles in the classroom. Professional Development will be facilitated by FHI360, ELA & Math Lead Teachers, and contracted vendors.

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

ELA and Math Lead Teachers will be responsible for mentoring those teachers first and second year teacher, as well as modeling various effective instructional strategies for all teachers. Weekly individual meetings between Lead Teachers and teachers in need of mentoring will focus on best practices and content driven instruction. Teachers will learn to use data to inform their instruction and to group students.

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.

Letters will be distributed in multiple languages to ensure that parents are fully informed. Letters will be distributed to students as well as mailed out. Our School Leadership Team will outreach to parents to provide further clarification as to what our identification means for their children, as as for the school. Our Parent Coordinator (currently a counselor) will conduct workshops for any parents who need further clarification.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Judy Aronson	District 10	Borough Bronx	School Number 244
School Name N.S.L.A			

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

Principal Dolores Peterson	Assistant Principal Sayi Neufeld
Coach N/A	Coach N/A
ESL Teacher Mario Reyes (ESL teacher)	Guidance Counselor Nancy Acosta
Teacher/Subject Area Jos Cabral (Bil. Math teacher)	Parent Rosa Polanco
Teacher/Subject Area Maritza Dorta (NLA)	Parent Coordinator N/A
Related Service Provider Nancy Acosta (Bil. Counselor)	Other Kathy Luke (Testing Coord.)
Network Leader Judy Aronson	Other Eduardo Mora (AP)

C. Teacher Qualifications [i](#)

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	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers	1	Number of special education teachers with	0	Number of teachers of ELLs without	2

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
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	649	Total Number of ELLs	162	ELLs as share of total student population (%)	24.96%
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Part II: ELL Identification Process

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

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

Paste response to questions 1–6 here

1. In order to initially identify potential ELL students in our school, we have developed a system that includes the following team members: one bilingual(English/ Spanish) assistant principal, one bilingual English/Spanish) guidance counselor, one bilingual(English/Spanish) teacher, one ESL(English/Spanish) teacher, one testing coordinator, two bilingual(English/Spanish) family workers and one school aide. The assistant principal is responsible for conducting the informal interviews with parents and students in English and in Spanish. In the event that a family's native language is other than English or Spanish, the appropriate steps are taken to ensure that an interpreter is present. The bilingual (English/Spanish) guidance counselor is responsible for administering the Home Language Identification Survey (HLIS) along with scheduling the orientation meeting with all parents of new arrival students. During this meeting the bilingual guidance counselor and the ESL teacher meet with parents to clarify any misconceptions or questions regarding the three program choices (TB, DL, Freestanding ESL). An orientation video is shown to all parents of English Language Learners. Based on the HLIS and the parent selection form, we determine if the student is mandated to take the LAB-R. Once students mandated to take the LAB-R have been identified, the

testing coordinator prepares the materials and develops a schedule for the bilingual(English/Spanish) teacher to administer the LAB-R to all eligible students. All Spanish speaking students eligible for ESL services based on the LAB-R scores are administered the Spanish LAB.

In an attempt to ensure that all ELLs receive the NYSESLAT annually, the testing coordinator runs a series of ATS reports (e.g. RLER, RLAB). Once all ELLs mandated to take the NYSESLAT have been identified, a testing schedule including a list of all ELL students, the proctors assigned to them, room assignments and components of the NYSESLAT are distributed to all teachers. Professional Development is conducted two weeks prior to the NYSESLAT for all teachers assigned to proctor the NYSESLAT. The PD consists of familiarizing teachers with the four components(Listening, Speaking, Reading and Writing) of the NYSESLAT. At the beginning of each school year, the NYSESLAT scores are reviewed to identify ELL students and determine eligibility for ESL services.

2. As stated previously, our bilingual guidance counselor in conjunction with the ESL teacher schedules on-going parent orientation meetings to ensure that all parents understand all three program choices. A description of the process, outreach plan and timelines are as follows: within the first ten days of a students' admission to

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

Home Language Identification Survey. They will later be scheduled to K 1 2 3 4 5 6 7 8 9 10 11 12
ing. During this meeting, all parents will receive a parent survey and program counselor and ESL teacher will guide and assess parents by using an orientaon vic they have regarding the three program choices.

and program and ES... they will later be scheduled to K 1 2 3 4 5 6 7 8 9 10 11 12 ing. During this meeting, all parents will receive a parent survey and program counselor and ESL teacher will guide and assess parents by using an orientaon vic they have regarding the three program choices. In the event that a parent's program selection does not match the program being offered at our school, the bilingual counselor notifies parents when the program becomes available. This is done by sending letters, emails, and telephoning parents.

3. Once students who are eligible for entitlement letters are identified, the school sends a written letter to parets, inviting them to attend a parent orientation session. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting, after which time, they are asked to complete them. These forms are collected at the end of the orientation . If forms are not returned, the school aides are assigned to call parents and encourage them to send in the form. Once these documents are collected, three copies are made, and a copy is given to the parent, one is placed in the student's cummulative record and the final copy is stored in the testing coordinator's office.

4. In order to place identified ELL students in bilingual or ESL instructional programs, we review the Parent Survey and Selection of Program Form to best honor parents' choice on specific programs . A copy of the entitlement or the continuation letters are sent home in the parent's native language. We have ongoing conversations with parents explaining different programs in an attempt to help them understand and better select the program that's best for their child. Parents of new arrivals and second year ELLs typically request for their children to be placed in bilingual programs. In the event that a parent's program selection does not match the programs being offered at our school, parents are informed of other schools that do offer their

selected program.

5. After reviewing the Parent Survey and Program Selection forms for the past two years, data shows that parents of newcomers tend to select the Transitional Bilingual Education Program, however, once students have been in the country for three years, parents tend to select the Freestanding ESL program for their child. See attached graph.

6. Our school offers program models that are in direct alignment with the program selected by parents.

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 type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): N/A

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained														0
Push-In							6	4	5					15
Total	0	0	0	0	0	0	7	5	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	93	Special Education	27
SIFE	8	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	35

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	58	6	1	0	0	0	0	0	0	58
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	2	4	23	0	7	24	0	12	84
Total	95	8	5	23	0	7	24	0	12	142

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	20	26					55
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

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
TOTAL	0	0	0	0	0	0	9	20	26	0	0	0	0	55

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	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							25	36	37					98
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3						5
TOTAL	0	0	0	0	0	0	29	39	37	0	0	0	0	105

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1–7 here

1a. Instruction for the ELLs population in our school is delivered through a combination of organizational models. We offer a combination of Push-In (Co-Teaching), Pull-Out and Departmentalized models to better service our students.

1b. In terms of program models we developed class schedules that allow students to travel based on grade levels for Math, Science and Social Studies and proficiency levels for ESL/ELA and NLA.

2. In an attempt to ensure that our staff adhere to the mandated number of units of support for ELLs in our school, bilingual teachers along with ESL providers are given class schedules to follow for the school year. These schedules are developed based on the mandated instructional minutes stated on NYS CR 154. ELA and NLA instructional minutes are scheduled within the class instructional programs, and these subjects are delivered through a departmentalized model. The ESL support service on the other hand is delivered through a combination of instructional models, which include: departmentalized, push-in and pull-out.

3. For our TBE, the content areas are delivered using a departmentalized model. These content areas are taught in students' native language and a variety of instructional approaches are used to support content comprehension and language enrichment development. These approaches include but are not limited to: the usage of technology to enhance students learning experience, translation of key terms from L1 to L2, field trips to ensure hands on experience and project-based learning and assessments.

4. To ensure that ELLs are appropriately evaluated in their native languages, teacher-created diagnostic baseline assessments are developed by all content area teachers at the beginning of the school year. These content area assessments are administered to all TBE students in their native languages and for students participating in the Freestanding ESL programs, they are given the opportunity to take their assessments in the language of their

A. Programming and Scheduling Information

choice. Throughout the school year, TBE students are systematically administered content area unit tests in their native language. These assessments are created as a result of continual collaboration among ESL, Bilingual and monolingual teachers along with the administrators.

The following is a description of how instruction is differentiated for ELL subgroups:

5a. Our SIFE students have the opportunity to experience an array of instructional strategies and educational support. Some of these instructional strategies include push-in services for small groups, providing specific students with small group instruction in order to maximize learning and to strengthen weak areas.

5b. Our plan for ELLs in US schools less than three years (newcomers) is to continue our ELL Saturday Academy with the purpose of providing additional services on Saturdays. Teachers in the Saturday academy use a variety of instructional approaches to enrich language development. Some of these approaches include, but are not limited to: the usage of technology to enhance students learning experience, field trips to get hands on experience and translation of key terms from L1 to L2.

In an attempt to meet NCLB requirements of ELA testing for ELLs after one year, we implemented a writing and reading initiative for all ELLs. ESL teachers use a variety of resources and instructional strategies to enhance the reading and writing skills of our ELL students. One of these resources is the Rewards program, which is a reading and writing program designed to support students who are experiencing difficulty with their reading and writing skills. In addition we are presently collaborating with Teachers College, Columbia University on a federally funded project to support 8th grade Latino students' academic writing in English. The project is entitled STEPS to Literacy and it provides a Digital Space for English Language Learners focusing on writing in the areas of science and social studies.

5c. Long-term ELL students will receive a series of instructional support which will enable them to become English proficient. They will receive ELA instruction as well as ESL services as part of their class schedules. AIS and ESL teachers will target at-risk students focusing on long-term ELLs. Teachers assess students in order to identify individual deficiencies and then plan programs to strengthen their skills.

6. Our plan for ELLs identified as having special needs is to provide them with ESL services as well as special education services. Students will receive small group instruction based on their individual needs. The ESL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as specified in the IEP.

These students are also encouraged to participate in additional academic after school and co-curricular programs to strengthen their language skills.

NLA, ELA, ESL and Special ed teachers meet regularly to collaborate and develop academic units that are in alignment with common core standards. During these meetings, teachers share instructional strategies and ESL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios and translation of key terms from L1 to L2 as a way to support student comprehension.

A. Programming and Scheduling Information

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8. Our academic intervention services target our ELL students in the same manner as our English proficient

Science	Spanish		
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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. Our plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT consists of providing students with small group instruction and one to one tutoring. Students reaching proficiency on the NYSESLAT are mandated to attend the ELA intensive after school and the Saturday academy programs. Former ELLs will receive extended time on assessments as a test accommodation.

10. This year we are launching a writing initiative for all ELL students including LEP students. They will meet in small groups throughout the school day with ESL providers to work on writing mechanics, grammar, paragraph structure, and essay development.

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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)?

Paste response to questions 1-5 here

N/A

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

The following professional development and support will be available to all staff members this school year:

- Destination ELA & Destination Math Training (Ongoing throughout the year)
- FHI 360 sponsored professional development
- DOE sponsored professional development e.g. BETAC
- SmartTeq training in order to integrate technology in the instruction of ELLs
- Understanding ELLs (Every Thursday from 2:35- 3:15 P.M.)

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- DOE sponsored professional development e.g. BETAC
- SmartTeq training in order to integrate technology in the instruction of ELLs
- Understanding the ELLs (Every Thursday from 2:35- 3:15 P.M.)

1. During our Thursday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to integrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students. Attendance sheets are distributed after every session and are kept in the ELL supervisor's office.

2. Our Bilingual Guidance Counselor is actively working with ELLs and their parents as they are articulated to high school and she is also conferencing with ELL teachers on how they can assist students during this transition.

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2. Our Bilingual Guidance Counselor is actively working with ELLs and their parents as they are articulated to high school and she is also conferencing with ELL teachers on how they can assist students during this transition.
3. Destination ELA & Destination Math training will take place 10 days throughout the year where there will be 6 hour trainings on how to monitor student comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make sure that the proper next steps are followed.

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)
parents? 100%	
3. How do you evaluate the needs of the parents? 75%	
4. How do your parental involvement activ	

E. Parental Involvement

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

Paste response to questions 1–4 here

1. At the beginning of the year a survey is sent to all parents. This parent survey includes a list of topics which support parents with their child's academic needs. The selection of topics are obtained through parent members of the School Leadership Team the prior year. Parents are also encouraged to list choices not included in the survey. In addition parents are asked for the best time possible to conduct these workshops. For the ELL population, we provide translation in all workshops. Finally, the school understands that our ELL population may encounter language and cultural barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.

2. The school partners with several CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas comes in every Friday to speak to our eighth grade students regardign relationships, sex, and drugs. In addition we work closely with some of the CBO's to address such subjects as immigration, finding resources in a new country, learning English and resume writing.

3. Parents are given several surveys throughout the year as areas of concern arise in the school community. These forms are created by our staff members and parents during school leadership meetings and teacher meetings. In addition our CBO's use their own forms to determine workshops and their outcome.

4. Parental involvement activities are frequently changed as a result of the surveys , parent meetings and changes in school population.

Activities are identified at the beginning of the school year through surveys distributed during parent meetings, PTA and school leadership meetings. We offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use engrade, high school readiness, and discussing the promotional requirements.

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.
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14. How is native language support delivered in each program model? (TBE Dual Language and ESL.)

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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N/A

D. Professional Development and Support for School Staff

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

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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1. At the beginning of the year a survey is sent to all parents. This parent survey includes a list of topics which support parents with their child's academic needs. The selection of topics are obtained through parent members of the School Leadership Team the prior year. Parents are also encouraged to list choices not included in the survey. In addition parents are asked for the best time possible to conduct these workshops. For the ELL population, we provide translation in all workshops. Finally, the school understands that our ELL population may encounter language and cultural barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.

2. The school partners with several CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas comes in every Friday to speak to our eighth grade students regarding relationships, sex, and drugs. In addition we work closely with some of the CBO's to address such subjects as immigration, finding resources in a new country, learning English and resume writing.

3. Parents are given several surveys throughout the year as areas of concern arise in the school community. These forms are created by our staff members and parents during school leadership meetings and teacher meetings. In addition our CBO's use their own forms to determine workshops and their outcome.

4. Parental involvement activities are frequently changed as a result of the surveys , parent meetings and changes in school population.

Activities are identified at the beginning of the school year through surveys distributed during parent meetings, PTA and school leadership meetings. We offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use engrade, high school readiness, and discussing the promotional requirements.

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)							11	19	24					54
Intermediate(I)							7	10	18					35
Advanced (A)							23	23	12					58
Total	0	0	0	0	0	0	41	52	54	0	0	0	0	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							0	6	8				
	I							3	7	13				
	A							21	20	17				
	P							10	14	13				
READING / WRITING	B							14	13	17				
	I							20	21	28				
	A							0	12	6				
	P							0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	15	1	0	24
7	22	16	2	0	40
8	26	17	0	0	43
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	7	12	1	0	0	0	0	24
7	5	7	18	2	11	3	1	1	48

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	7	5	12	7	9	6	2	1	49
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1–6 here

- Assessment tools used to evaluate our newly arrived students are the LAB-R. For students who have already taken the Lab-R test in the past, we administer the NYSESLAT periodic assessment exam which is given by the state in the beginning of the school year. In addition, the students take an informal assessment given by their teachers and ESL providers. A folder of English acquisition progress is maintained throughout the year.
- We find from analyzing the data of the Lab-R and NYSESLAT that our students are far behind these grade levels when entering our school. This is especially true of our recent arrivals to the country. The data also shows a deficiency in all modalities (reading, writing, speaking and listening).
- Our ESL, bilingual, lead teacher and content area teachers use the data to focus and drive their instruction. The teachers focus on the areas of need indicated by the data to build these skills and to scaffold instruction to build on the strengths that the students already have. Using the data allows us to target specific skill sets needed by specific students. The data also allows us to monitor progress informing us when we need to re-teach or if the student is proficient, which would indicate that the student is ready to move on to the next skill.
- According to our data findings ELL appears to be improving their English proficiency. There appears to be a

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>N.S.L.A</u>		School DBN: <u>10x244</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dolores, Peterson	Principal		11/4/11
Sayi, Neufeld	Assistant Principal		11/4/11
	Parent Coordinator		11/4/11
Pedro Reyes	ESL Teacher		11/4/11
Rosa Polanco	Parent		11/4/11
Jose Cabral	Teacher/Subject Area		11/4/11
Maritza Dorta	Teacher/Subject Area		11/4/11
	Coach		11/4/11
	Coach		11/4/11
Nancy Acosta	Guidance Counselor		11/4/11
Judy Aronson	Network Leader		11/4/11
Eduardo Mora	Other <u>A.P</u>		11/4/11
Kathryn Luke	Other <u>Testing Coordinator</u>		11/4/11
	Other		11/4/11
	Other		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x244 **School Name:** School for Leadership & The Arts

Cluster: Debra Maldonado **Network:** Judy Aronson

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.

At the start of our school year we sent home a school wide survey to all parents at M.S. 244 to determine the appropriate language spoken at home. In addition, all new parents are asked to fill out a home language survey. After reviewing the data our findings determined that the majority of our families speak Spanish as their primary language. Other language identify were French Creole, Chinese, Arabic and Bengali.

To ensure appropriate channels of communication for our parents we will make sure that all letters, flyers and any communication is sent home translated into its appropriate language before being distributed.

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.

Middle School 244 findings discovered that the majority of our families speak Spanish and other languages within their homes. These findings were shared with our staff during monthly professional development session. Strategies and interventions were discussed to assist the families to become more knowledgeable regarding the children's educational experience. This information was also shared with our parents at our School Leadership Team, Parent Teacher Association and during Parent teacher Conferences. The parent coordinator also displays schools information, correspondences, and invitations to workshops in their native language on the community bulletin board within the school.

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.

Data collected in our Parent survey and the Home Language Survey provided us with the information needed to fulfill the Chancellor's Regulation A-663 regarding parental notifications. It was found that the majority of parents are Spanish speaking. With that in mind we will send every letter translated into Spanish, but also make certain that if another language is needed we will use our in house staff, the Translation and Interpretation Unit or an outside vendor. If by chance an outside vendor is needed we will use our Title 1 or Title III funds for payment as directed by SAM Memo no. 65. All written material including permission slips, performance report, discipline codes, registration papers, and transfer and discharge papers will be translated in the parents' Native language.

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

We have an interpreter ready to assist and translation equipment available at all meetings and events for parents. This includes the translation and interpreting between administrator, parent teacher conferences, and parent to parent encounters. If by chance our in house staff or bilingual counselor is unable to provide oral interpretation services we will obtain services through one of the DOE approved contacted vendors..

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>.

The School for Leadership and The Arts community will provide parents in their native language with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. This document will contain the procedures for ensuring that parents in need of language access services know where to go and how to obtain assist to prevent any language barriers. In addition we will post a sign in our primary entrance and within the parent coordinator's office indicating the availability of interpretation services.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The New for Leadership/The Art	DBN: 10x244
Cluster Leader: Debra Maldonado	Network Leader: Jody Aronson
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III program focuses primarily on improving student reading and writing abilities. The following data is analyzed in order to determine grouping as well as what specific reading and writing skills need to be addressed:

- NYS ELA Proficiency Levels
- NYSESLAT Levels
- Reading and Writing Baseline Results administered in the month of September

During our Saturday ELL Academy students work in small groups as determined by the English Proficiency Level. This program services grades 6-8, and meets every Saturday from 8:30am-12:30pm beginning 11/19-3/31. All ELL and former ELLs were invited to participate. Students work with ELA and ESL teachers who focus on improving English reading and writing skills. Teachers use the following programs: Empire State NYSESLAT ESL/ELL by Continental Press.

We also use Destination Literacy at no cost to Title III.

Our ELA/Math intensive is also offered to all ELLs and former ELLs. This program focuses on preparing students to meet proficiency on both the NYS ELA and Math Assessments. The program started 11/15/11, ends 3/29/11, and meets every Tuesday and Thursday from 3:25pm-5:25pm. Teachers focus primarily on those students who will be administered the NYS ELA Exam for the first time. Students are introduced to the format of the exam, review reading skills related to nonfiction, and practice their reading and writing skills. The Math Intensive focuses on the writing part of the exam, hence reinforcing the writing skills taught during ELA Intensive.

Teachers use the following materials during this program: NYS Progress ELA, Destination ELA, NYS Progress Math, and Destination Math.

Instruction is in both English and the Native Language.

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

Part C: Professional Development

- name of provider

Begin description here: Our school understands the importance of developing its Title III staff through professional development opportunities. Addressing the unique needs of the ELL population is an important component for the overall success of the school.

Professional development for Title III staff includes workshops and seminars focused on ELL students. These sessions range in topics from strategies for reaching ELL students in core academic courses to using data to inform instruction. Previous and ongoing sessions have included: Destination ELA & Destination Math Training, Smart Teq training to integrate technology in the instruction of ELLs, and our Understanding the ELLs series which last every Thursday from 2:35-3:15pm. Most of the professional development comes from our school's network, FHI 360 (formerly AED) and last for a full day.

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: Professional development this year will focus on developing teachers around the Common Core State Standards (CCSS) and how they relate to ELLs. Teachers will attend professional development offered by: FHI360, NYC Department of Education sponsored workshops, MS 244 Collaborative Planning Sessions led by the ELA and Math Lead Teachers, and Pearson Education will be contracted to provide a workshop around CCSS and all teachers who service ELLs.

Part E: Budget

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

Allocation Amount: \$22220

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 	11,925	Teachers will be paid per-session during the ELA/Math Intensives as well as for The NSLA ELL Saturday Academy.
Purchased services <ul style="list-style-type: none"> • High quality staff 	1,295	Pearson Education will be contracted in January to provide all teachers

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

Allocation Amount: \$22220

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		servicing ELLs to provide an afterschool workshop around CCSS and how it relates to teaching ELLs.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	9,000	Supplementary materials that will be purchased for ELL students: Continental Press- Empire State NYSESLAT Gr. 6-8, Finish Line for ELLs, Phonics and Word Study, and Vocabulary Links.
Educational Software (Object Code 199)	n/a	
Travel	n/a	
Other		
TOTAL	22, 220	22,220