



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** M.S 301 PAUL L. DUNBAR

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X 301

**PRINCIPAL:** B. BASILE

**SUPERINTENDENT:** TIMOTHY BEHR

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name                     | Position and Constituent Group Represented                 | Signature |
|--------------------------|--|-----------|
| Benjamin Basile          | *Principal or Designee                                     |           |
| Richard Waltzer          | *UFT Chapter Leader or Designee                            |           |
| Sarah Headley            | *PA/PTA President or Designated Co-President               |           |
| Toula Anastasiou         | DC 37 Representative, if applicable                        |           |
|                          | Student Representative<br><i>(optional for elementary)</i> |           |
| Trinity Episcopal Church | CBO Representative, if applicable                          |           |
| Allen Newman             | Member/  |           |
| Margaret Challenger      | Member/  |           |
| Allen Brasington         | Member/  |           |
| Tamgea Hayden            | SLT Secretary  |           |
| Linda Felton             | Member/ SLT  |           |
| Tonekqua Moore           | Member/  |           |
|                          | Member/  |           |



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

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

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

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

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

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

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

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

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

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

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2011 MS 301 will demonstrate a 3% increase in attendance across all student subgroups, as measured by ATS reports.

### **Comprehensive needs assessment**

After an analysis of our daily attendance over a period of two years we have realized that our daily attendance rate is at a maximum of 87.8% and we would like to achieve an overall percentage of daily attendance of ninety percent or better for the 2011-2012 school year. Improving the student rate could help their overall academic achievement in Reading and Math.

### **Instructional strategies/activities**

An administrator will be assigned to aid the attendance team in isolating truancy and orchestrating home visits. This will increase the attendance team's productivity, and help to identify when and where ACS is needed for assistance. We will identify students in housing shelters, and those with a history of high mobility rates, and target this population for frequent home contact and visits.

We will look at the daily ATS reports for decreasing trends in truancy, throughout the 2011-2012 school years. The daily ATS reports will be analyzed quarterly. Projected gains are a 2% increase in student attendance for the year.

A teacher and School Aide will work together to facilitate a parental outreach program.

In addition this team will work along with the Mayor's Inter-Agency Task Force to reduce chronic absenteeism, and as an active participant, we will have six members of Reserve, a recruitment entity that the mayor has used to garnish counselors, which will help support us in our efforts to reduce absenteeism in our school.

The attendance team will be comprised of the Principal, Guidance Counselor, SAPIS worker, network attendance support representative, and the School Dean.

We have instituted this absence initiative when the fiscal budget was released in July, we meet weekly to assess, coordinate and improve the initiative, and the Principal meets daily with individual members of the initiative to gauge efficacy.

**Strategies to increase parental involvement**

We hold consistent workshops and parent meetings outlining our academic and custodial initiatives around student performance and support. Attendance initiatives are highlighted and discussed during parent meetings and workshops, and the School Leadership Team also disseminates information pertinent to student attendance, our initiatives, and our vision and goals relative to that.

**Strategies for attracting Highly Qualified Teachers (HQT)**

N/A

**Service and program coordination**

The Mayor’s Interagency Task Force and the human resources accompanying this program have assisted us in eliminating our chronic (20 days or more) absenteeism concerns among students, and assist us with monitoring current attendance issues and concerns. Our Network Liaison for attendance is here with us three days weekly, closing 407 extended absences, monitoring student enrollment, and assisting with community partners and home visits.

**Budget and resources alignment**

- The Mayor’s Interagency Task force has allotted six individuals to support our attendance initiative. The Mayors Task Force has granted us amenities in the form of events and participatory venues that are used as incentives for improved attendance.

**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**

By June 2011, MS 301 will demonstrate a 10% reduction of level ones in student ELA performance, across all subgroups, as measured by the NY State ELA Assessment.

Comprehensive needs assessment

At MS 301 the generated need for identifying this goal is the analysis of our ELA data as generated by the NYS ELA assessment. The data yielded from this exam shows that we are currently at a 25% level one performance and we recognize the immediate need to reduce this percentage. The following categories pertinent to AYP have been cited in our recent SINI status:

All students, Black/AA, Hispanic/Latino, SWD, LEP, and Economically Disadvantaged.

**Instructional strategies/activities**

In the ELA Department a full implementation of a standard based balanced literacy curriculum and assessment structure aligned to the New York State Common Core Learning Standards will be used to drive instruction. All teachers of ELA will be familiar with analyzing and using assessment, data, and authentic student work to recognize each student's strengths and weaknesses. All teachers will work with administrators, the school data specialist, and a Fordham University Literacy Coach to analyze quantitative and qualitative data that will in turn inform curriculum and instruction that will cater to the needs of all students. Information yielded from student achievement will be used to inform and influence the school's curriculum and assessments.

The ELA program will comprise of curriculum units built on sets of standards based performance tasks and linked to appropriate materials and resources available or developed in the school. To achieve this cohesion, Common Core Standards used to create units will be grouped to take account of both, how well they support each other and how strongly they are embedded into the sources used. A protocol for each unit will outline, content and skills, pedagogies and lesson ideas, resources required, planned conferencing amongst students and teachers, prior knowledge and confusions and misconceptions. All ELA classes will have a balanced literacy block. This will decrease the student ratio by fostering small groups that will allow teachers the opportunity to conference with students about their academic growth and create plans for next steps. We will develop common understanding of the essential elements of effective literacy instruction. These elements will include using the workshop model with a focus on guided reading, shared reading, and independent reading. It will also include a daily writer's workshop that

will include the components of guided writing, shared writing, and independent writing.

The assessments used to evaluate the effectiveness of the program will include Acuity, informal and formal classroom assessments, test sophistication materials, previous New York State trialed questions, and the assessments for the curriculum resources that are being used. The assessments will incorporate New York State Common Core Learning Tasks, Unit Assessments, Conferencing Notes, and Extended Response Tasks aligned to the New York State Common Core Learning Standards

All extended written response tasks are designed to show student understanding and growth in the literacy process and thinking. Item analysis assessments, such as Acuity, and unit multiple choice test data will enable teachers and school leaders to identify individual student, group, class, grade level strengths and weaknesses with respect to ELA content and process. This information will both inform instruction at individual and whole class level, as well as the implementation of whole grade intervention programs.

Item analysis information from unit tests will enable teachers to revisit common misconceptions and knowledge that should not have been assumed. Differentiation of instruction during the balanced literacy block to overcome poor basic skills and target individual students and groups of students in areas where they demonstrate weaknesses.

Looking at authentic student work will inform teachers of student's literacy skills and critical thinking. This will take place through use of New York State extended and short response rubrics to grade unit test written response questions and use of a process rubric to score periodic extended writing tasks. This will also yield information about the student's ability to communicate their thinking in writing.

Information from grading unit test extended response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with literacy and reading comprehension, and the writing of meaningful and descriptive answers that will demonstrate their understanding.

To ensure data is organized and transparent to administrators, students and parents, teachers will be required to maintain data binders. The information in these binders will include students score rosters, running records, writing samples, item analysis reports, records of teacher made assessments and rubrics, and copies of Acuity assessments, unit assessments, and test preparation assessments. Other data will include the school report card and ARIS proficiency scores and ratings for each student.

### **Strategies to increase parental involvement**

Hosting a series of parent breakfasts that will encourage parents to visit the school and meet with their child teachers so that they have an understanding of the school, grade, and student expectations provided by the New York State Common Core Learning Standard.

- Each student's progress in literacy over time will be reported to parents by student report card and progress reports using assessment information drawn from Acuity, unit assessments, running records, and classroom assessments.
- Using Urban Advantage family passes as incentives to have parents, students, and teachers visit the local museums, botanical gardens, and zoo to have hands on experiences in the activities and workshops provided that promote literacy, critical thinking and analytical skills.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Every teacher will have a common planning period that will be used for instructional planning, designing assessments, and analyzing classroom and school wide data.

During these periods a series of professional workshops centered around strengthening understanding of The New York State Common Core Learning Standards in ELA, Developing Performance Tasks aligned to The New York State Common Core Standards, Developing and Implementing NYS Common Core Learning Tasks that is engaging and challenging to all students, training in item analysis and using quantitative data assessment (student multiple choice data) to identify student and class strengths and weaknesses, analyzing and scoring qualitative assessment data ( student written response to short written response and extended response tasks), using rubrics, to develop teacher insight into student thinking and ensure consistency of teacher judgment across all grades. In addition, use of individual assessment data to set goals for targeted students benchmark, strategic and intervention levels, to enhance teacher skills in identifying student strengths and weaknesses, and using that knowledge to inform planning, develop awareness of individual student needs and be more strategic with instruction. We will also provide professional development utilizing the Fordham Coach and Network support to show teachers how they can differentiate the learning environment to meet individual student needs evident from the use of assessment information, develop a common understanding of what the essential elements of literacy instruction looks like, develop a benchmarked action plan for the curriculum and assessment initiative, check current alignment of standards against teacher lesson plans and curriculum map, clump reading and writing strategies into cohesive units, developing lesson ideas, and plan for the use of assessments that align with the school's pacing to enable

cumulative student progress to be tracked through the year.

### **Service and program coordination**

A Tier I intervention program, differentiated instruction within the classroom, with the teacher.

A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of ELA intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one. These students will also receive pull –out services specifically designed to their academic needs as determined by formative assessments.

A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.

Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals and a resource room teacher.

### **Budget and resources alignment.**

Fair student funding and Title I monies accrued licensed staff for core positions, and help fund individual interventions pertinent to ELA. Title I and III monies, along with the accrual of the 21<sup>st</sup> Century Grant, fund our academic extended day program. Resources in the form of books and consumables, as well as clerical resources, are garnered from FSF monies.

### 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**

By June 2011, MS 301 will demonstrate a 10% reduction of level ones in student Math performance, across all subgroups, as measured by the NY State Math Assessment.

#### **Comprehensive needs assessment**

At MS 301 the generated need for identifying this goal is the analysis of our Math data as generated by the NYS Math assessment. The data yielded from this exam shows that we are currently at a 22% of level one performance and we recognize the immediate need to reduce this percentage. The following categories pertinent to AYP have been cited in our recent SINI status:

SWD, LEP

#### **Instructional strategies/activities**

At MS 301 a full implementation of The New York State Common Core Learning Standards aligned to the math curriculum and assessment structure will be used to drive instruction incorporating consistent and regular use of performance tasks. All teachers of mathematics will be familiar with student's strengths and weaknesses through the use of formative assessments, both diagnostic and other formative, informal and formal assessments administered during instruction. The data will be used collectively to inform teacher instruction, the school's curriculum, and to promote student achievement. The Math program provides a balance of content and process, at each grade level. To achieve this, the program will be composed of curriculum units built on sets of complementary common core standard clusters and linked to appropriate materials. These will include existing Prentice Hall texts and other resources to be acquired that is aligned with The Common Core Learning Standards. A protocol for each unit will outline relevant standards, bi-weekly learning targets, vocabulary and language, appropriate prior knowledge and possible anticipated confusions and misconceptions.

Assessment design fits within a cyclic model where assessment data will inform both teacher instruction and the school curriculum program. The design will consist of a bi-weekly cycle of learning culminating in a bi-weekly performance task. Each unit is preceded by a diagnostic assessment. Diagnostic assessments provide teachers

with information about student's prior knowledge and understandings appropriate to the unit. Bi-weekly performance tasks will enable students to demonstrate their competence with recently learned work and to display higher level thinking skills. Conferencing takes place on a needs basis around performance task and student responses focusing on misconceptions and misunderstandings.

Assessment data will inform choices of future assessment tools (multiple choice, short and extended response, and performance task) and grading procedures (validity of questions and rubric construction). The Assessment tools to be used are either available through adapting our DYO extended response questions, test sophistication materials, recent and trialed New York State test questions identified in previous test preparation materials. These decisions are made through consultation between administration, teachers, data specialist, and the Aussie Math Consultant. All teachers are required to keep data binders and maintain individual student assessment portfolios. Information from these sources is used to provide student growth, inform instruction and provide a source of authentic student work for teacher professional development.

#### **Strategies to increase parental involvement**

Hosting a series of parent breakfasts that will encourage parents to visit the school and meet with their child teachers so that they have an understanding of the school, grade, and student expectations provided by the New York State Common Core Learning Standard.

- Each student's progress in literacy over time will be reported to parents by student report card and progress reports using assessment information drawn from Acuity, unit assessments, running records, and classroom assessments.
- Using Urban Advantage family passes as incentives to have parents, students, and teachers visit the local museums, botanical gardens, and zoo to have hands on experiences in the activities and workshops provided that promote math conceptual and contextual tasks.

Every teacher will have a common planning period that will be used for instructional planning, designing assessments, and analyzing classroom and school wide data.

During these periods a series of professional workshops centered around strengthening understanding of The New York State Common Core Learning Standards in Math, Developing Performance Tasks aligned to The New York State Common Core Standards, Developing and Implementing NYS Common Core Learning Tasks that is engaging and challenging to all students, training in item analysis and using qualitative and data assessment (diagnostics) to

identify student and class strengths and weaknesses, analyzing and scoring qualitative assessment data ( performance tasks), using rubrics, to develop teacher insight into student thinking and ensure consistency of teacher judgment across all grades. In addition, use of individual assessment data to set goals for targeted students benchmark, strategic and intervention levels, to enhance teacher skills in identifying student strengths and weaknesses, and using that knowledge to inform planning, develop awareness of individual student needs and be more strategic with instruction. We will also provide professional development utilizing the AUSSIE Consultant and Network support to show teachers how they can differentiate the learning environment to meet individual student needs evident from the use of assessment information, develop a common understanding of what the essential elements of effective instruction looks like, develop a benchmarked action plan for the curriculum and assessment initiative, check current alignment of standards against teacher lesson plans and curriculum map, developing lessons that encourages students to think and plan for the use of assessments that align with the school's pacing to enable cumulative student progress to be tracked through the year.

#### **Service and program coordination**

A Tier I intervention program, differentiated instruction within the classroom, with the teacher.

A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of Math intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one. These students will also receive pull –out services specifically designed to their academic needs as determined by formative assessments.

A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.

Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals and a resource room teacher.

#### **Budget and resources alignment**

- Fair student funding and Title I monies accrued licensed staff for core positions, and help fund individual interventions pertinent to Math. Title I and III monies, along with the accrual of the 21<sup>st</sup> Century Grant, fund our academic extended day program. Resources in the form of books and consumables, as well as clerical

resources, are garnered from FSF monies.

## 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.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

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

**Budget and resources alignment**

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

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

**Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

|          | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|          | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b> |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b> |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b> |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b> |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b> |                                    |                                    |                                    |                                    |   |  |  |  |

|    |    |    |    |    |   |   |    |   |
|----|----|----|----|----|---|---|----|---|
| 5  |    |    |    |    |   |   |    |   |
| 6  | 30 | 30 |    |    | 9 | 0 | 10 | 1 |
| 7  | 35 | 35 |    |    | 5 | 0 | 4  | 0 |
| 8  | 35 | 35 | 20 | 20 | 5 | 0 | 4  | 1 |
| 9  |    |    |    |    |   |   |    |   |
| 10 |    |    |    |    |   |   |    |   |
| 11 |    |    |    |    |   |   |    |   |
| 12 |    |    |    |    |   |   |    |   |

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

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

| Name of Academic Intervention Services (AIS) | Description  |
|--|--|
| <b>ELA</b>                                   | <p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of ELA intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.</p> <p>Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals</p> |

|   |  |
|---|--|
|   | and a resource room teacher  |
| <b>Mathematics</b>  | <p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of Math intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with small group instruction a student to teacher ratio of no more than five students to one teacher.</p> <p>Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals and a resource room teacher.</p> |
| <b>Science</b>  | <b>An after school program that provide and extensive support in science concepts, labs, and creating exit projects.</b>   |
| <b>Social Studies</b>                                       | <b>Student government and outreach program that teaches and applies basic social skills to community involvement and relations.</b>  |
| <b>At-risk Services provided by the Guidance Counselor</b>  | <b>Provide counseling and strategies relative to anger management, coping mechanisms, organizational skills, and peer interactions</b>   |
| <b>At-risk Services provided by the School Psychologist</b> | <b>Provide support relative to student in need of academic, and emotional evaluation.</b>  |

|   |  |
|---|--|
| <b>At-risk Services provided by the Social Worker</b> | <b>Provide counseling and strategies relative to anger management, coping mechanisms, organizational skills, and peer interactions</b> |
| <b>At-risk Health-related Services</b>                |  |

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and

students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the

school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

**School DBN:** 08X301      **School Name:** The Paul L. Dunbar Academy

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

**ELA:** All Students, Black, Hispanic, and Economically Disadvantaged: Student comprehension is gauged relative to summative assessments and reading levels; the loss of two ELA teachers prevented extended services in ELA, affecting Tier I and II interventions.

**SWD:** The creation of ICT sections in the school was new and therefore exploratory, and the transition affected scoring trends negatively.

**LEP:** A medical illness removed our ELL teacher and therefore led to inconsistent instruction and assessment for the 2010-11 year.

**Math:** SWD: The creation of ICT sections in the school was new and therefore exploratory, and the transition affected scoring trends negatively.

**LEP:** A medical illness removed our ELL teacher and therefore led to inconsistent instruction and assessment for the 2010-11 year.

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.

In the ELA Department a full implementation of a standard based balanced literacy curriculum and assessment structure aligned to the New York State Common Core Learning Standards will be used to drive instruction. All teachers of ELA will be familiar with analyzing and using assessment, data, and authentic student work to recognize each student's strengths and weaknesses. All teachers will work with administrators, the school data specialist, and a Fordham University Literacy Coach to analyze quantitative and qualitative data that will in turn inform curriculum and instruction that will cater to the needs of all students. Information yielded from student achievement will be used to inform and influence the school's curriculum and assessments.

The ELA program will comprise of curriculum units built on sets of standards based performance tasks and linked to appropriate materials and resources available or developed in the school. To achieve this cohesion, Common Core Standards used to create units will be grouped to take account of both, how well they support each other and how strongly they are embedded into the sources used. A protocol for each unit will outline, content and skills, pedagogies and lesson ideas, resources required, planned conferencing amongst students and teachers, prior knowledge and confusions and misconceptions. All ELA classes will have a balanced literacy block. This will decrease the student ratio by fostering small groups that will allow teachers the opportunity to conference with students about their academic growth and create plans for next steps. We will develop common understanding of the essential elements of effective literacy instruction. These elements will include using the workshop model with a focus on guided reading, shared reading, and independent

reading. It will also include a daily writer's workshop that will include the components of guided writing, shared writing, and independent writing.

The assessments used to evaluate the effectiveness of the program will include Acuity, informal and formal classroom assessments, test sophistication materials, previous New York State trialed questions, and the assessments for the curriculum resources that are being used. The assessments will incorporate New York State Common Core Learning Tasks, Unit Assessments, Conferencing Notes, and Extended Response Tasks aligned to the New York State Common Core Learning Standards

All extended written response tasks are designed to show student understanding and growth in the literacy process and thinking. Item analysis assessments, such as Acuity, and unit multiple choice test data will enable teachers and school leaders to identify individual student, group, class, grade level strengths and weaknesses with respect to ELA content and process. This information will both inform instruction at individual and whole class level, as well as the implementation of whole grade intervention programs.

Item analysis information from unit tests will enable teachers to revisit common misconceptions and knowledge that should not have been assumed. Differentiation of instruction during the balanced literacy block to overcome poor basic skills and target individual students and groups of students in areas where they demonstrate weaknesses.

Looking at authentic student work will inform teachers of student's literacy skills and critical thinking. This will take place through use of New York State extended and short response rubrics to grade unit test written response questions and use of a process rubric to score periodic extended writing tasks. This will also yield information about the student's ability to communicate their thinking in writing.

Information from grading unit test extended response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with literacy and reading comprehension, and the writing of meaningful and descriptive answers that will demonstrate their understanding.

To ensure data is organized and transparent to administrators, students and parents, teachers will be required to maintain data binders. The information in these binders will include students score rosters, running records, writing samples, item analysis reports, records of teacher made assessments and rubrics, and copies of Acuity assessments, unit assessments, and test preparation assessments. Other data will include the school report card and ARIS proficiency scores and ratings for each student.

At MS 301 a full implementation of The New York State Common Core Learning Standards aligned to the math curriculum and assessment structure will be used to drive instruction incorporating consistent and regular use of performance tasks. All teachers of mathematics will be familiar with student's strengths and weaknesses through the use of formative assessments, both diagnostic and other formative, informal and formal assessments administered during instruction. The data will be used collectively to inform teacher instruction, the school's curriculum, and to promote student achievement. The Math program provides a balance of content and process, at each grade level. To achieve this, the program will be composed of curriculum units built on sets of complementary common core standard clusters and linked to appropriate materials. These will include existing Prentice Hall texts and other resources to be acquired that is aligned with The Common Core Learning Standards. A protocol for each unit will outline relevant standards, bi-weekly learning targets, vocabulary and language, appropriate prior knowledge and possible anticipated confusions and misconceptions. Assessment design fits within a cyclic model where assessment data will inform both teacher instruction and the school curriculum program. The design will consist of a bi-weekly cycle of learning culminating in a bi-weekly performance task. Each unit is preceded by a diagnostic assessment. Diagnostic assessments provide teachers with information about student's prior knowledge and understandings appropriate to the unit. Bi-weekly performance tasks will enable students to demonstrate their competence with recently learned work and to display higher level thinking skills. Conferencing takes place on a needs basis around performance task and student responses focusing on misconceptions and misunderstandings.

Assessment data will inform choices of future assessment tools (multiple choice, short and extended response, and performance task) and grading procedures (validity of questions and rubric construction). The Assessment tools to be used are either available through adapting our DYO extended response questions, test sophistication materials, recent and trialed New York State test questions identified in previous test preparation materials. These decisions are made through consultation between administration, teachers, data specialist, and the Aussie Math Consultant.

All teachers are required to keep data binders and maintain individual student assessment portfolios. Information from these sources is used to provide student growth, inform instruction and provide a source of authentic student work for teacher professional development.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

For ELA, we will provide professional development utilizing the Fordham Coach to show teachers how they can differentiate the learning environment to meet individual student needs evident from the use of assessment information, develop a common understanding of what the essential elements of literacy instruction looks like, develop a benchmarked action plan for the curriculum and assessment initiative, check current alignment of standards against teacher lesson plans and curriculum map, clump reading and writing strategies into cohesive units, developing lesson ideas, and plan for the use of assessments that align with the school's pacing to enable cumulative student progress to be tracked through the year.

For Math, we will provide professional development utilizing the AUSSIE Consultant to show teachers how they can differentiate the learning environment to meet individual student needs evident from the use of assessment information, develop a common understanding of what the essential elements of effective instruction looks like, develop a benchmarked action plan for the curriculum and assessment initiative, check current alignment of standards against teacher lesson plans and curriculum map, developing lessons that encourages students to think and plan for the use of assessments that align with the school's pacing to enable cumulative student progress to be tracked through the year.

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

Departmental teacher teams will share lessons, observe one another, and gain feedback from administrators and colleagues to improve teacher acumen. Audio/videotaping, class visits, and shared planning activities will provide opportunities to receive feedback via a research based rubric.

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.

Designated letters in all applicable languages coupled with parent meetings (in English and translated into Spanish and French, our current ELL languages) to inform the school community of our SINI status; will also post our current standing on poster board at entry to notify the public as they enter the school.

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

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

## Part I: School ELL Profile

### A. School Information

|  |                    |                      |                          |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Christopher Groll</b> | District <b>08</b> | Borough <b>Bronx</b> | School Number <b>301</b> |
| School Name <b>MS 301, The Paul L. Dunbar Academy</b>  |                    |                      |                          |

### B. Language Allocation Policy Team Composition

|  |   |
|--|---|
| Principal <b>Benjamin Basile</b>                       | Assistant Principal <b>Monique Mason</b>  |
| Coach <b>Christopher Coombes, Math</b>                 | Coach <b>Estelle Hennenberg</b>           |
| ESL Teacher <b>Nora Mejia</b>                          | Guidance Counselor <b>Lorna Campbell</b>  |
| Teacher/Subject Area <b>Michelle Schindelheim, ESL</b> | Parent <b>Sarah Holland</b>               |
| Teacher/Subject Area <b>Geraldine Plair, ELA</b>       | Parent Coordinator <b>Veronica Roland</b> |
| Related Service Provider <b>Karen Krell</b>            | Other <b>type here</b>                    |
| Network Leader <b>Varleton McDonald</b>                | Other <b>type here</b>                    |

### C. Teacher Qualifications

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

|  |          |  |          |  |           |
|--|----------|--|----------|--|-----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b>  |
| Number of content area teachers with bilingual extensions                    | <b>1</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>19</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |           |

### D. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | <b>328</b> | Total Number of ELLs | <b>54</b> | ELLs as share of total student population (%) | <b>16.46%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## Part II: ELL Identification Process

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

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

1. Children are screened at admission for LAB-R MS301 develops a calendar during early February to ensure sufficient preparation time for the NYSESLAT Test. Students are prepared to become familiar with the type of questions they will encounter on testing days. Our school provides practice in speaking, listening, reading and writing using the New York State English as a Second Language Achievement Test format. Teachers who will be administering the NYSESLAT, receive a copy of the manual as soon as it becomes available to familiarize themselves with testing procedures, timelines and regulations. Our school follows the NYSESLAT test calendar to ensure completion of the test within the allotted time frame.
2. Transitioning elementary ELLs parents are given a school orientation in August. Parents of our incoming ELLs are informed about all program choices (Transitional Bilingual, Dual Language, Freestanding ESL). Parents of new ELLs that arrive throughout the school year are also informed about all three program choices.
3. ESL teachers are responsible for the dissemination of letters and the parent survey, and return of parent selection forms.
4. LAB-R Test is administered to identify English Language Learners. Immediately after identification students start receiving ESL instruction. Parents are invited to screen classes and programs so a definitive choice is made.
5. After reviewing the Parent Survey and Selection Program Selection forms, the trends in program choices that parents requested have been: Freestanding ESL: 15; Transitional Bilingual: 12; Dual Language: 0
6. Because of our small size, we offer the predominantly requested program, i.e. ESL, and work with the Office of Student Enrollment to help offer alternative choices.

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

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

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

**B. ELL Years of Service and Programs**

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 54 | Newcomers (ELLs receiving service 0-3 years) | 13 | Special Education             | 15 |
| SIFE                        | 7  | ELLs receiving service 4-6 years             | 14 | Long-Term (completed 6 years) | 8  |

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 32                | 7        | 0                 | 13               | 0        | 4                 | 9                                  |          |                   | 54        |
| <b>Total</b>  | <b>32</b>         | <b>7</b> | <b>0</b>          | <b>13</b>        | <b>0</b> | <b>4</b>          | <b>9</b>                           | <b>0</b> | <b>0</b>          | <b>54</b> |

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

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

**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    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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<br>L  | EP       |
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

| Freestanding English as a Second Language      |          |          |          |          |          |          |           |           |           |          |          |          |          |           |
|--|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |           |           |           |          |          |          |          |           |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6         | 7         | 8         | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  |          |          |          |          |          |          | 20        | 10        | 22        |          |          |          |          | 52        |
| Chinese  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Russian  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Bengali  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Urdu   |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Arabic   |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Haitian  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| French   |          |          |          |          |          |          |           |           | 2         |          |          |          |          | 2         |
| Korean   |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Punjabi  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Polish   |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Albanian                                       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Other  |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>20</b> | <b>10</b> | <b>24</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>54</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

1. The organizational models are: Departmentalized, Push – In (Co-Teaching), Pull-Out. The program models are: The class travels as a group and is homogeneous.
2. Students that scored at the “Beginner” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Intermediate” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Advanced” level, are receiving the 180 minutes of ESL instructional times. This is delivered by having the children meet with the ESL teacher for 4 periods weekly. Each period meets for 45 minutes.

3. The ESL teachers utilize the following techniques in working with students:

- Pair and group work
- Modeling for students
- Monitoring students, and correcting when necessary
- Following through and checking on students
- Repetition and choral practice: In the following patterns: Whole class, half the class at a time, groups, individual checks
- Homework and homework correction

Scaffolding is used to support learners and facilitate the construction of meaning and knowledge.

One way instruction for English language learners is scaffolded is by differentiating learning tasks and materials and providing a variety of verbal and academic supports, from both the teacher and more proficient peers, so that students are able to meaningfully engage in content area learning and acquire the necessary language and academic skills necessary for independent learning.

This includes a variety of components: First, the teachers provides continuity in the classroom. In this way, tasks are presented, that are repeated throughout instructional sequences with variations and that are interconnected to each other and the curriculum.

Secondly, the teachers provide support from context. Students should be encouraged to explore topics in a risk free learning environment and be provided with a variety of ways to meet learning goals and objectives.

Finally, the teachers create learning contexts where learners increase their autonomy as their skills and confidence increase. Continuity of

## A. Programming and Scheduling Information

tasks facilitates learners in being able to take over portions of the task and become independent learners.

4. Formative and summative assessment are given in the native language, ensuring stability in the L1 language and the ability to transition to the L2 language, i.e. English.

5. Differentiated instruction is well organized, well planned and addresses not only different ability levels, but also different needs, interests and strengths of the learners. Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests and learning style.

a. SIFE

Lack basic literacy in their native language and since we don't have a bilingual program, we will use basic literacy techniques like phonics, leap frog etc.

b. With newcomers

Work on:  
 Non verbal cues  
 Listening and oral language development  
 Listening and speaking  
 TPR (Total Physical Response)

c. 4-6 years

It's important that you use content area, vocabulary development so that they can master the content of exams  
 Will provide mandated service based on the NYSESLAT score  
 And will look at subtests to see where I need to target instruction

d. Long term ELLs

We look at their subtests in the NYSESLAT, in addition to analyzing the strands of their assessment, to see what content they haven't mastered  
 Place them in an after school program so that they can make gains

e. Special needs

We would review the NYSELT along with the IEP, to make sure that they are receiving the correct supports in special ed and to make sure that there is coordination among teacher services and theirs, so that we can support each other and help student succeed.

6. We utilize Keys to Learning by Pearson Education group, and picture dictionaries, along with building L2 site word lists, utilizing and incorporating environmental text, and a balanced model approach to delivering instruction and assessing students.

7. We are a Phase I school, and we exercise flexible scheduling from most to least restrictive environment, including self-contained settings, ICT classes, and S.E.T.T.S.

### Courses Taught in Languages Other than English ⓘ

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

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

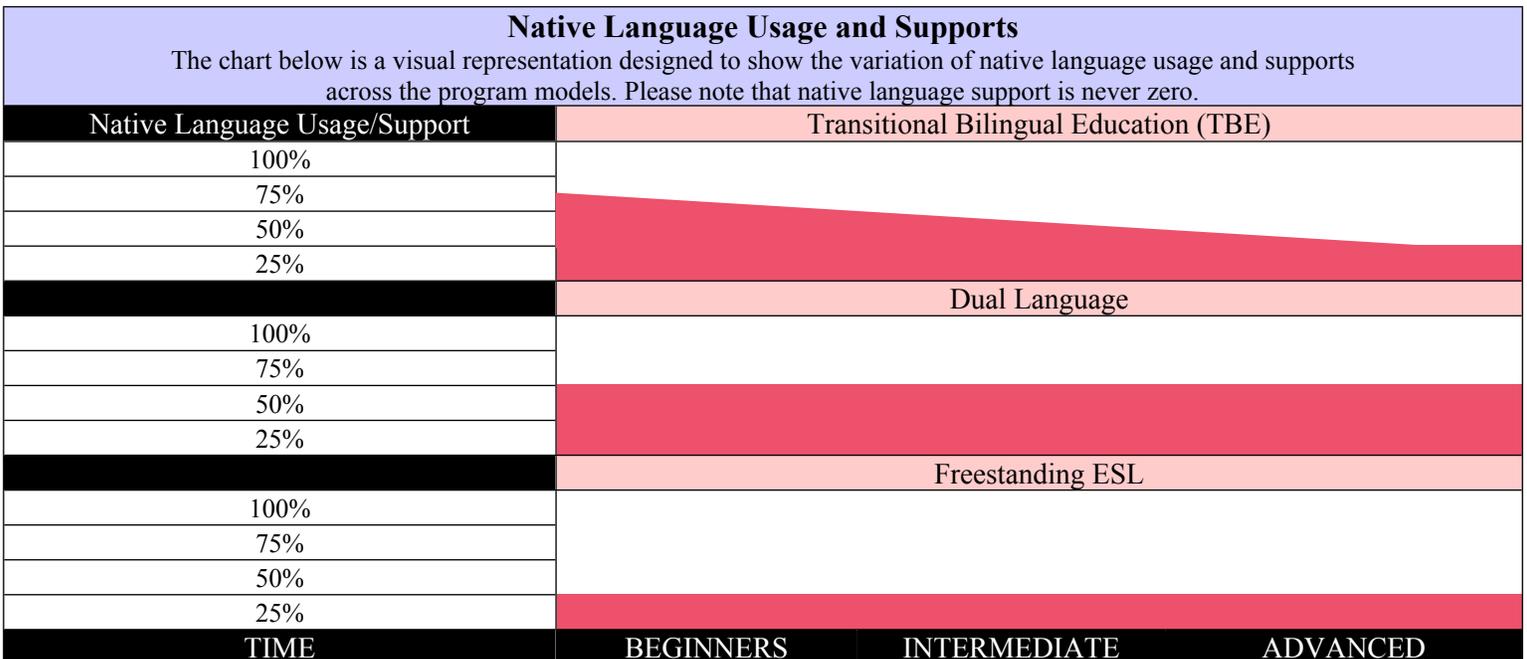
| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|--------------------|----------------------------|
|--------------------|----------------------------|--------------------|----------------------------|

|                      |  |
|----------------------|--|
| Native Language Arts |  |
| Social Studies:      |  |
| Math:                |  |
| Science:             |  |
|                      |  |
|                      |  |
|                      |  |
|                      |  |

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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
|  | Beginning             | Intermediate          | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154        | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154        |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                     | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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



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

## B. Programming and Scheduling Information--Continued

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

8. Targeted intervention follows a three tier model: Tier I reflects classroom differentiation, Tier II reflects extended time on task in an after-school setting, and Tier III interventions reflect individual tutoring based on specific needs, yielded by current data and assessments, employing core subjects.
9. An extended day setting relative to core subjects and language acquisition are offered for 2 year transitionals.
10. We are considering a more robust technology program available in L1 languages for math, supporting language development via the internet and technology. The addition of a second ESL teacher allows us flexibility and personalization relative to students beyond 2 years.
11. No programs/services for English Language Learners will be discontinued.
12. Extended day/enrichment activities are always offered in both English and alternate L1 languages.
13. Core subject materials, as well as a research based program, "Dr. Margareta Calderon's Literacy Based program for SIFE students' Literacy Acquisition", as well as Spanish translation materials and the SYOP model, serve our ELL population.
14. Native language is supported via an NLA pull-out curriculum, especially for beginners, relative to forming a solid language base to transfer from L1 to L@ language.
15. Yes.
16. An ELL Orientation is given in late August, describing ELL goals, assessments, and procedures; parent workshops throughout the year continue to specifically target ELL parents and allow forums for questions and answers relative to ELL development.
17. N/A

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Core subjects meet weekly for departmental meetings and the ELL teacher participates in goal setting, curriculum writing, assessment design and implementation, and data evaluation.
2. Transitioning elementary ELL's are given a school orientation in August, and continuing support via ESL pull-out in tier III intervention as well as at-risk counseling and administrative support.
3. ELL training is given on ESO half days throughout the school year, from October through May; we also have adult learning sessions provided to the entire staff by Alicson Provencher, Bilingual Specialist, RSE-TASC, from the Regional Special Education Technical Assitance Support Center, Division of Students with Disabilities and ELL.

## 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?

1. Daily workshops, both school and parent generated, are given weekly, and parents of all students are invited in to observe instruction, as learning leaders, and as active memebers of the PA.
2. The Parent Coordinator, in conjunction with McKinley Community Center, provides consistant workshops and support to ELLs in conjunction with the school.
3. We survey parents for needs, and also provide open forums for discussion in Parent Coordinators workshops and in PA meetings.
4. Activities include provisions for translation, municipal support, and opportunities for family advocacy thourgh bilingual counseling in the school.

# 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)   |   |   |   |   |   |   | 5  | 2 | 10 |   |    |    |    | 17    |
| Intermediate(I)   |   |   |   |   |   |   | 5  | 2 | 8  |   |    |    |    | 15    |
| Advanced (A)  |   |   |   |   |   |   | 10 | 6 | 6  |   |    |    |    | 22    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |    |    |   |    |    |    |       |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 10 | 24 | 0 | 0  | 0  | 0  | 54    |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      | 7       | 3       | 2       | 0       | 12    |
| 7                      | 6       | 2       | 1       | 0       | 9     |
| 8                      | 11      | 2       | 0       | 0       | 13    |
| 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                      | 1       | 4  | 8       | 1  | 1       | 0  | 0       | 0  | 15    |
| 7                      | 1       | 1  | 4       | 0  | 1       | 0  | 0       | 0  | 7     |
| 8                      | 3       | 10 | 4       | 3  | 0       | 0  | 0       | 0  | 20    |
| 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     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 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         |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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?

## 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:** MS 301

**School DBN:** 08X301

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

| Name (PRINT)          | Title                | Signature | Date (mm/dd/yy) |
|-----------------------|----------------------|-----------|-----------------|
| Benjamin Basile       | Principal            |           | 1/1/12          |
| Monique Mason         | Assistant Principal  |           | 1/1/12          |
| Veronica Roland       | Parent Coordinator   |           | 1/1/12          |
| Nora Mejia            | ESL Teacher          |           | 1/1/12          |
| Sarah Holland         | Parent               |           | 1/1/12          |
| Michelle Schindelheim | Teacher/Subject Area |           | 1/1/12          |
| Geraldine Plair       | Teacher/Subject Area |           | 1/1/12          |
| Chris Coombes         | Coach                |           | 1/1/12          |
| Estelle Hennenberg    | Coach                |           | 1/1/12          |
| Lorna Campbell        | Guidance Counselor   |           | 1/1/12          |
| Varleton McDonald     | Network Leader       |           | 1/1/12          |
|                       | Other                |           | 1/1/12          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08X301      **School Name:** MS 301

**Cluster:** 407      **Network:** MEP

**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**

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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.

Because we have a large ELL population, and because we have identified a substantial population of parents whose first language is not English (as determined by parent surveys, information garnered through parent workshops, and the number of ELLS registered. Based on the needed frequency of the dissemination of information, we ask licensed TESOL individuals to interpret all memos, flyers, and informational bulletins into parents' L1 language, i.e. Spanish.

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.

After examining our ELL population, polling students and parents, and assessing L1 language needs in the community, we have determined that Spanish translation of all English memos, flyers, and informational bulletins need translation into Spanish as well.

## Part B: Strategies and Activities

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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.

Translation services are provided directly by two ELL teachers, and all documents produced in English are immediately translated before being disseminated in the school community. When written translation must be rendered in real time, i.e. for the sake of expediting an IEP or other realted service document, a licensed TESOL individual is available and able to accommodate parent needs and concerns.

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.

Outside interpretation services are rendered by in-house, TESOL certified teachers. Prent voluteers also+ assist oral interpretation when available.

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>.

Notification requirements are produced immediately upon request, and accompany all memos, flyers and bulletins in dual languages. When parent meetings are held, a bilingual translator is available to translate all discussions in English, and accommodate any questions or concerns in both languages.

## 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: Paul L. Dunbar   | DBN: 08X301                 |
| Cluster Leader: C. Groll   | Network Leader: V. McDonald |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below)<br><input type="radio"/> NOT conceptually consolidated (must complete part E below) |                             |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br><input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:  |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br><input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5<br><input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 |
| Total # of teachers in this program: 2<br># of certified ESL/Bilingual teachers: 2<br># 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: ELL students at all levels are invited to the extended day program, supporting L2 English acquisition; the L1 language of students is Spanish, and employs Spanish and English Language versions of Buckle Down! for ELA and Math. Skills pertinent to language acquisition are strengthened orally, in reading, and in writing relative to ELA and numeracy.

**Part C: Professional Development**

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

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

Begin description here: ELL teachers will receive network support in the form of an ELL coach whose guidance and suggestions offer theoretical and practical approaches to ELL instruction. It will be delivered monthly by Alicia Privincier.

**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: Extended day ELL teachers will offer workshops that provide an overview of the support provided to students, as well as progress reports relative to student growth. These will be held four times, monthly, starting in March and culminating in June.

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.           |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       | \$11, 200       | Expenditures will afford extended day activities for the remainder of the year twice weekly for two teachers. |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  | \$11,200        | \$11,200  |