Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X363

PRINCIPAL: ANGELO LEDDA EMAIL: ALEDDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

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
Marisa Campbell	*Principal or Designee	
Kevyn Jackman	*UFT Chapter Leader or Designee	
Roselyn Gil	*PA/PTA President or Designated Co-President	
Rosa Pichardo	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Hans Bernier	Wediko	
Carey Daniels	Member/UFT	
Ramon Alvarez	Member/UFT	
Lindsey Johnson	Member/UFT	
Dianguine Y. Traore	Member/Parent	
Isabel Rodriguez	Member/Parent	
Juan Jaico	Member/Parent	
Terri Steinberg	Member/Secretary	

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

Annual Goal #1
Create a climate of mutual respect and understanding for all students, staff and parents by implementing a rigorous community service learning program that focuses on students mentoring local elementary school students.

Comprehensive needs assessment

This program is to ensure that:

- The student body will have daily attendance and participation in of at least 95%.
- Decrease the number of incidents in our school by 10%, as measured by the OORS.
- 95% uniform compliance on a daily basis.

Strategies for attracting Highly Qualified Teachers (HQT)

- Respect for All training to be offered to social workers and guidance counselors.
- Professional development conducted by ENACT for the staff, including school aides, cafeteria staff, school safety and custodial staff on dealing with the social emotional needs of the students.
- Professional development for faculty on planning and student engagement i.e., Guided Discipline and Differentiated Instruction.
- Implementation of theme days to build a sense of community
- Intensive Student PD conducted by Literacy Inc.
- Establish a partnership with feeder elementary schools to ease transition for incoming 6th graders

Service and program coordination

Our school is designed around Community Service Learning [CSL]. CSL primarily utilizes Literacy Inc. and the Anti-Bullying Program to instill within the school body a sense of interconnectedness with persons without the school, in the community. Our school also involves Prime-Leaders, Wediko, and ENACT which help with the socio-emotional development of our student. The Morris Health Clinic also offers mental health, medical, and nutritional services for the school.

Budget and resources alignment

- Weekly monitoring of OORS and monthly discussions with cabinet to examine data and follow up
- Teacher feedback via the data smart survey conducted by administration
- Monitoring of teacher removals for disciplinary issues. Feedback to AP's and teachers regarding removals to determine strategies for improvement.
- Learning Environment Survey feedback
- Weekly guidance intervention logs will be monitored
- Agendas, attendance from professional development

Annual Goal #2 and Action Plan

Annual Goal #2
Create an intervention/enrichment program that addresses our special needs population in both Math and Literacy.

Measurable Objective:
- 10% of the targeted population will increase one level on the New York State ELA/Math Exam.
- 50% of special need students targeted will show one year of progress in ELA and Math.

Instructional strategies/activities
- Provide PD on the gathering and analysis of data to gain insight into the needs of our students.
- Mathematics and English Language Arts Special Education teachers will participate in professional development on how to access and effectively use Acuity/ARIS.
- Grade level meetings will focus on assessing student work and using this assessment to focus our planning.
- Ongoing data collection and assessment through Acuity, ARIS, student work and conference notes will be used in the content areas.
- During technology classes, students will access their own data on Acuity
- Provide organizational structures and opportunities for teachers to explore problems, hear different perspectives and share new ideas with other teachers in a safe learning community
- Create study teams with similar interests and concerns to work together to improve instruction that results in student achievement
- Provide a variety of professional activities beyond the typical workshop that will encourage and engage reflection of teaching practice that will focus on instruction.
- Provide opportunities for teachers to engage in inter-visitations within the school and in other schools
- Provide opportunities for teachers to apply their learning and receive feedback
- Conduct weekly Inquiry Team meetings to research and analyze student data of the targeted population.
- Provide 90 minutes of academic intervention services per week for the targeted group.
- Work in collaboration with AIMS to make home visits and target students who have less than 90% attendance

Common planning meetings to take place between members of the Inquiry Team before the intervention services are offered.

Strategies to increase parental involvement
Refer to the Parent-School Compact below.

Strategies for attracting Highly Qualified Teachers (HQT)
Our school provides new pedagogues a Teacher Induction professional development session which prepares them for the rigors and high expectations of the profession. To ensure our staff remains or becomes a highly qualified one: a. mentoring is provided for developing staff; b. Content Liaisons meet regularly with each other to discuss academic intervention, and development for the student body; c. Teacher team meetings and Content professional development meetings meet each week; d. Staff also have a choice of self-selected professional development.

Evidence of Goal attained
- Data collection through Acuity, periodic assessments and teacher conferencing and student work.
- Adopt a child program for the members of the Inquiry team to partner with individual students.

- Student binders created by the Inquiry Team to monitor student progress.
- Movement of students as noted in the school's Progress Report.
- Agendas and minutes from weekly Inquiry Team meetings.
- Facilitation of Grade meetings that focus on student work and specific needs of students.
- Actual student progress and performance on the periodic assessments
- Monitoring of student and teacher use of Acuity to access data.

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 #3 and Action Plan

Annual Goal #3
Engage in short, frequent cycles of classroom observation and timely, specific, evidence-based feedback to increase the rigor and effectiveness of teacher instruction.

Measurable Objective

- 50% of student progress in both ELA and Math within each classroom.
- Reduction of classroom related incidents by %25 because of administrator presence and rigorous instruction.

Instructional strategies/activities

- Conduct at least 6-10 informal observations per week using the Danielson rubric for all tenured staff.
- Conduct at least 10-15 informal observations per week using the Danielson rubric for all tenured staff
- Creation and use of a Teacher Goal Plan and Teacher Improvement plan based on observations and feedback.
- Provide PD on the gathering and analysis of data to gain insight into the needs of our students.
- Mathematics and English Language Arts teachers will participate in professional development on how to access and effectively use Acuity/ARIS.
- Grade level meetings will focus on assessing student work and using this assessment to focus our planning.
- Ongoing data collection and assessment through Acuity, ARIS, student work, and conference notes will be used in the content areas.
- During technology classes, students will access their own data on Acuity
- Provide organizational structures and opportunities for teachers to explore problems, hear different perspectives and share new ideas with other teachers in a safe learning community
- Create study teams with similar interests and concerns to work together to improve instruction that results in student achievement
- Provide a variety of professional activities beyond the typical workshop that will encourage and engage reflection of teaching practice that will focus on instruction.
- Provide opportunities for teachers to engage in inter-visitations within the school and in other schools
- Provide opportunities for teachers to apply their learning and receive feedback
- Conduct weekly Inquiry Team meetings to research and analyze student data of the targeted population.
- Work in collaboration with AIMS to make home visits and target students who have less than 90% attendance

Evidence

- Feedback in teacher professional development logs.
- Inter visitation logs
- Student referrals and teacher removals
- Lesson plans
- Units of Study
- Curriculum maps
- Data collection through Acuity, periodic assessments and teacher conferencing and student work.

- Adopt a child program for the members of the Inquiry team to partner with individual students.
- Student binders created by the Inquiry Team to monitor student progress.
- Movement of students as noted in the school's Progress Report.
- Agendas and minutes from weekly Inquiry Team and Common Planning meetings.
- Facilitation of Grade meetings that focus on student work and specific needs of students.
- Actual student progress and performance on the periodic assessments
- Monitoring of student and teacher use of Acuity to access data.

Annual Goal #4 and Action Plan

Annual Goal #4

By the end of the year the students of each grade level [sixth, seventh, and eighth] will achieve academic success by taking risks and strengthening their mathematics abilities. They will learn how to solve problems in society and to become problem solving leaders by continuously increasing their understanding of different types of mathematical situations and using a 4- step approach to problem solving, (1) Identify the problem (2) Understanding the problem (3) Plan a solution (4) Check the solution.

Comprehensive needs assessment

- The purpose of this goal is to maintain an alignment to the Common Core Learning Standards, which is designed to improve and/or uphold high student performance in each academic content area.

Instructional strategies/activities

- Implementation of a school-wide math program with parallel instruction in all mathematics classes.
- Differentiated instruction that will positively affect all students' achievement
- Student-centered instruction that allows for the student's to question each other and develop their own sense of understanding about mathematics and the inner workings of math.
- Staff (Matthew Lubera- general education, Mario Hernandez –bilingual education and Tara Tripaldi- special education) will collaborate weekly to discuss strategies and progress about students.
- Scope and sequence, curriculum maps and pacing calendars will be aligned with New York State Math indicators by grade and will put an emphasis on problem solving strategies.
- All students will be required to complete 12 mathematical writing pieces and 12 short answer writing pieces.
- Teachers will use the Student Work Analysis Template as well as data from informal and formal assessments to drive daily instruction.
- Periodic assessments, chapter tests/quizzes, class work, homework, independent projects will all be considered appropriate forms or data.
- Teachers will confer with students on a daily basis and will provide the student with positive reinforcement as well as next steps to improve student performance.
- Teachers will track students progress on an individual and class level basis using a Class at a Glance Report which is teacher created.

Strategies to increase parental involvement Refer to the Parent-School Compact below.
Strategies for attracting Highly Qualified Teachers (HQT) Our school provides new pedagogues a Teacher Induction professional development session which prepares them for the rigors and high expectations of the profession. To ensure our staff remains or becomes a highly qualified one: a. mentoring is provided for developing staff; b. Content Liaisons meet regularly with each other to discuss academic intervention, and development for the student body; c. Teacher team meetings and Content professional development meetings meet each week; d. Staff also have a choice of self-selected professional development.
Service and program coordination • Our school is designed around Community Service Learning [CSL]. CSL primarily utilizes Literacy Inc. and the Anti-Bullying Program to instill within the school body a sense of interconnectedness with persons without the school, in the community. Our school also involves Prime-Leaders, Wediko, and ENACT which help with the socio-emotional development of our student. The Morris Health Clinic also offers mental health, medical, and nutritional services for the school.
Budget and resources alignment • Tax Levy Funding • Title I Funding • Per session

Annual Goal #5 and Action Plan

Annual Goal #5

The goal of the Science Department by the end of the school year is to Implement the spiraled curriculum in all grades that will create students adept at problem solving and who feel empowered to take positive risks, using the scientific method, critical thinking, technology and communication, to complete fun projects that effect change in their community.

Comprehensive needs assessment

The purpose of this goal is to maintain an alignment to the Common Core Learning Standards, which is designed to improve and/or uphold high student performance in each academic content area.

Instructional strategies/activities

- Use of Middle School 363 Science syllabus as the guiding tool for the implementation of New York State Common Core Standards, and New York City Science Performance Standards.
- Use New York State Science 5th – 8th Core Curriculum guide as additional planning resource tool.
- Use of Glencoe Science to provide students with Science content knowledge development and Science process skills acquisition. Additional resources for English Language Learners (ESL/Bilingual) will include dual language versions (Spanish/ English) of same text.
- Science Coordinator to act as “Coach” working with multi-content teachers, modeling teaching strategies and assisting in the laboratory experience.
- Use of science trade books to improve students’ Reading Comprehension skills.
- Use Lab-Aids, GLENCOE and FOSS inquiry kits, and technology in conjunction with assigned textbook as the primary tool for developing hands-on competency and Science Literacy development.
- Differentiation of instruction along with the integration of literacy, mathematics, and social studies by incorporating the knowledge and skills of on-site math and literacy coaches to enhance professional development of teachers.
- Teachers will instruct students individually, and in small groups using a variety of instructional strategies and manipulatives.
- Administer practice [pre- and post-] tests to measure science skills and knowledge competency for data-driven curriculum planning for students on all Levels.
- Minimum of four periods of classroom instruction per week of which one period will be a laboratory experience.
- Adventure learning in association with Urban Advantage.
- After-school and Saturday academy programs.
- Increase efforts to address special education and ELL populations through professional development.
- Provide teachers with student data as well as professional development on how to use the data to drive instruction through the use of ACUITY.
- Provide AIS services to our at-risk student population.
- Emphasis on regular assessment and evaluation. Students will have science portfolios for review for inter-class and inter-grade promotion at the end of the school year.
- Student progress will be measured as per academic unit.
- Responsible staff: Mr. Jackman, Science Coordinator.

Strategies to increase parental involvement Refer to the School-Parent Compact
Strategies for attracting Highly Qualified Teachers (HQT) Refer to **goal 3**
Evidence of Progress • An increase of 5% from Level 1 to Level 2; 5% from Level 2 to Level 3; and 2.5% from Level 3 to Level 4 in formal/informal assessments in grade 6. • Demonstrated acquisition of learned Science skills as delineated by the New York State Common Core Standards and Science Curriculum. • Quality of students' Science portfolios (evidence of clear expectations and academic rigor). • Quality of students' Science Exit Projects • Students demonstrate general awareness and use of mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions to everyday problems. • Students demonstrate proficiency in accessing, generating, processing, and transferring information, using appropriate technologies. • Students demonstrate an understanding of the relationships and common themes connecting through an interdisciplinary approach Mathematics, Science, and Technology and making connections with Literacy, Social Studies, Physical Education, and other areas of learning.
Budget and resources alignment • Tax Levy Funding • Title I Funding • Per session

Annual Goal #6 and Action Plan

Annual Goal #6 **By the end of the school year, students will be able to read complex texts from a variety of genres to increase reading stamina in all grades.**
Instructional strategies/activities **Sixth Grade:** To understand and execute task requirements in reading, students will use a variety of reading strategies, including the elements of the think aloud, to analyze and think critically about texts. To deepen understanding, students will use methods such as reciprocal teaching and group work. To understand and execute task requirements in writing, students will, with assistance, create focused writing pieces that include a clear thesis and textual evidence. Students will be able to share their work with both peers and adults by offering reflective feedback. **Seventh Grade:** To understand and execute task requirements in reading, students will use a variety of reading strategies, including the elements of the think aloud, to analyze and think critically about texts in isolation and in comparison. To deepen understanding, students will use methods such as reciprocal teaching and group work. To understand and execute task requirements in writing, students will create focused writing pieces that include a clear and well developed thesis and direct textual evidence with proper citation and relevant information. Students will be able to share their work with both peers and adults by offering and receiving critical analysis and evaluative feedback**.** **Eighth Grade:** To understand and execute task requirements in reading, students will use a variety of reading strategies, including the elements of the think aloud, to analyze and think critically about texts in isolation and in comparison. To deepen understanding, students will use methods such as reciprocal teaching, Bloom's Taxonomy question stems and the Socratic seminar. To understand and execute task requirements in writing, students will create analytical and evaluative writing pieces that include a clear and well developed thesis, direct textual evidence with proper citation and relevant information. In addition, students will explore writing creatively within the genre of study to practice drawing conclusions and text connections. Students will be able to share their work with both peers and adults by offering and receiving critical analysis and evaluative feedback**.**

Service and program coordination

- Destination Reading
- Saturday Academy
- Afterschool Tutoring
- QTEL Strategies
- Response To Intervention
- Differentiated Instruction
- Professional Learning Communities
- Service Learning
- Data Inquiry Team
- ARIS Data
- Periodic and Interim Assessments
- Individualized Learning Plans
- SMART goals
- Universal Screening Rubric
- Collaborative Team Teaching
- Resource Room/SETS
- SMART Board Technology
- ENACT
- Prime Leaders
- School Website
- Wediko
- Balanced Literacy
- Student Conferral and Feedback

Indicators of Success

Both summative and formative assessments will be given throughout the year to track mastery of learning objectives in reading, writing, listening and speaking. Every unit will contain at least two writing assessments, a reading assessment scored on a universal rubric and a standardized ELA reading and writing comprehension assessment. Students will also use periodic assessments to complete academic S.M.A.R.T. goals each marking period using the student individualized learning plan. Some of the assessments will include:

- End of section test
- Predictive and Interim Assessments
- Acuity quizzes
- Notebook assessment
- Collaborative group work/stations
- Universal screening rubric
- Short Writing Piece/Long Writing Piece
- Teacher/student conferrals
- Interactive assignments

- Share-Outs/Exit Slips
- ILP goal setting and revision

Annual Goal #7 and Action Plan

Annual Goal #7
By the end of the school year, students will synthesize historically significant trends throughout history to make connections between isolated events and their collective impact on our world and on contemporary issues in America today.

Instructional strategies/activities
6th Grade
Students will become Career and College ready by examining historical texts by applying the eight features of civilization to a variety of regions and time periods. This analysis will include map literacy, understanding and applying the fives themes of geography, responding to document based questions and a project based approach to learning. By the end of the school year, students will synthesize historically significant trends throughout different regions and time periods to make connections between isolated events and their collective impact on our world's history.

7th Grade
Students will become Career and College ready by examining different perspectives throughout early American history to understand the relationship between historical events and their impact on society. Students will seek to find truth in history by examining different perspectives and drawing conclusions based on historical facts. This will include an analysis of how social class and race impact government, access to rights and the operations of a society. By the end of the school year, students will synthesize historically significant trends throughout early American history to make connections between isolated events and their collective impact on contemporary issues in America today.

8th Grade
Students will become Career and College ready by examining different perspectives throughout Post- Civil War American history to understand the relationship between historical events and their impact on society. Students will seek to find truth in history by examining different perspectives and drawing conclusions based on historical facts. This will include an analysis of how social class and race impact government, access to rights and the operations of a society. By the end of the school year, students will synthesize historically significant trends throughout Post-Civil War American history to make connections between isolated events and their collective impact on contemporary issues in America today.

Service and program coordination
- Saturday Academy
- Afterschool Tutoring
- QTEL Strategies
- Response To Intervention
- Differentiated Instruction
- Professional Learning Communities
- Service Learning
- Data Inquiry Team
- ARIS Data
- Periodic and Interim Assessments
- Individualized Learning Plans
- SMART goals

- Universal Screening Rubric
- Collaborative Team Teaching
- Resource Room/SETS
- SMART Board Technology
- ENACT
- Prime Leaders
- History Alive
- Wediko
- Balanced Literacy
- Student Conferral and Feedback
- School Website

Indicators of Success

Both summative and formative assessments will be given throughout the year to track mastery of learning standards in the categories of events, people, geography, economics and civics. Every unit will contain a diagnostic assessment, a project based assessment and end of chapter/unit quizzes. Students will also use periodic assessments to complete academic S.M.A.R.T. goals each marking period using the student individualized learning plan. Some of the assessments will include:

- End of section test
- End of Unit Project
- Notebook assessment
- Collaborative group work/stations
- Teacher/student conferrals
- Interactive assignments
- Share-Outs/Exit Slips
- School Website Document Based Question Posting

ILP goal setting and revision

ANNUAL GOAL #8 AND ACTION PLAN

Goal: #8	Improve student performance in the area of English Language Arts and Mathematics by developing differentiated instructional strategies in our classrooms
Measurable Objective	Student performance will increase by 15% as measured by the NYS English Language Arts Exam and the NYS Math Exam.
Action Plan	▪ Gather standardized test data for all students in grades 6 and 7 ▪ Analyze test data and gap analysis of student performance on NYS exams in 2010-2011 ▪ Assess students with previous NYS ELA exams in the Fall, Winter and Spring to determine strengths and weaknesses and monitor student progress throughout the school year ▪ Assess all students with Impact Math End of Year Assessments to determine areas of mastery and areas in need of improvement ▪ Collect baseline writing samples from all students, monitor progress over time with Midline Writing Sample and End of Year Writing Sample ▪ Develop Academic Intervention Plans that establishes goals and objectives for all students not meeting the standard for the grade- monitor progress towards the attainment of goals and objectives periodically 6-8 week intervals ▪ Provide professional development to all staff in the area of differentiated instruction to enable them to consider the variety of academic abilities, learning styles/modalities, needs, and special problems in their classrooms ▪ Support teachers work in the classroom by providing effective coaching that includes intervisitations, time to learn, experiment, observe others and reflect on instructional effectiveness ▪ Focus on student achievement by ensuring that classroom teachers, and Academic Intervention Specialists are working collaboratively ▪ Encourage teachers to work together in small study groups to find solutions to similar problems by providing a structure that allows them to meet weekly. ▪ Guide the growth and development of teachers because skillful teachers positive impact on student achievement

Evidence	▪ Systematically visit the classrooms to ensure instruction is based on NYS Standards and Performance Indicators. ▪ Review lesson plans ▪ Conduct formal and informal classroom observations ▪ Acuity Predictive and Interim Assessments ▪ Unit Tests ▪ Student Portfolio's

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

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

5								
6	136	30						
7	64	49						
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**AIS is provided as advisory before the official start time of the school day. Students focus on reading and writing within the workshop model.**
Mathematics	**AIS is provided as advisory before the official start time of the school day. Students use Destination Mathematics, an interactive software program.**
Science	**AIS is provided as advisory before the official start time of the school day. Students use FOSS as a hands on method to understanding Scientific concepts.**
Social Studies	**AIS is provided as advisory before the official start time of the school day. Students focus on document based inquiry within the workshop model.**
At-risk Services provided by the Guidance Counselor	**Pull out services are offered during non-core subject classes for both group and individual counseling.**

At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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 Maria Quail	District 10	Borough Bronx	School Number 363
School Name The Acad. Personal Lead. and Excellence			

B. Language Allocation Policy Team Composition ⓘ

Principal Angelo Ledda	Assistant Principal Marisa Campbell
Coach	Coach
ESL Teacher Taylor Strack	Guidance Counselor
Teacher/Subject Area Roxanne Batista/Sp Ed	Parent
Teacher/Subject Area Dominga Lopez/ESL	Parent Coordinator Tamara Rosado
Related Service Provider Yvette Ramos/Speech	Other
Network Leader	Other

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	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	295	Total Number of ELLs	107	ELLs as share of total student population (%)	36.27%

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: A formerly trained ESL teacher (either Taylor Strack-ESL Certified or Dominga Lopez-ESL Certified/Bilingual Extension), who has knowledge and training on the identification of English Language Learners, greets parents as they enter to register their child. The pedagogue provides a Home Language Identification Survey, which is immediately followed with an informal, oral interview in English or the parents' native language to determine if the child is an ELL student. After the parent interview, the pedagogue conducts an interview with the student to collect further relevant information for proper initial program placement. At this time, parents are escorted to a separate location where they prepare to view the Parent Orientation DVD in their native language. The Parent Coordinator Tamara Rosado will facilitate the viewing of the DVD. If the DVD is unavailable in the parents' native language, then translators will be made available. Before viewing the DVD, the parents are provided with information by Taylor Strack or Dominga Lopez about the respective ELL programs the Department of Education offers, the Parents' Rights and Responsibilities, as well as translator services available. While parents are viewing the DVD, their children are escorted to a separate location, with either Taylor Strack or Dominga Lopez, where they are administered the LAB/R. The LAB/R is promptly scored and the data is analyzed to confirm initial student program placement. If the children are unable to complete the LAB/R due to a Spanish language barrier, the test will be bubbled in as "unable to answer in English" and they will be adminsitered the Spanish LAB instead. As the year progresses, the ELL population will be continuously evaluated utilizing the data obtained from the NYSESLAT by Taylor Strack, Dominga Lopez and Assistant Principal Marisa Campbell. The NYSESLAT information is acquired via the following ATS reports: RLAT: lists the students eligible for NYSESLAT testing, RYOS: lists years of service and modifications for each ELL student, RPOB: indicates place of birth, home language code, and date student entered the NYC department of education, RNMR: illustrates the modality scores for previously administered NYSESLAT exams. RNMR lists the four modalities of Listening, Speaking, Reading, and Writing for the past three scholastic years. It assist the school in determining if the student is Beginner, Intermediate, Advanced, or Proficient. The information gathered through these reports are made into living data and utilized to differentiate lesson planning and curriculum that will better serve the ELL population. Testing modifications and the four modalities of Speaking, Listening, Reading and Writing are continuously assessed and progress reports made available to parents throughout specific times of the scholastic year. During the window of NYSESLAT testing, ELL students are individually pulled into a separate testing location where the Speaking portion is administered. Testing dates are set to administer the Listening, Reading, and Writing portions as a whole class to ensure that the students are provided sufficient oppourtunity to complete these untimed exams.

2: After the parents view the Parent Orientation DVD that presents detailed information regarding the three ELL programs provided by the Department of Education, they are given the Parent Survey and Program Selection Form by either Taylor Strack, Dominga Lopez or Marisa Madoo. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark for their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. Parents are also provided with pertinent contact information and office locations as well as Parent Brochures as supplemental materials. If the preferred program choice is unavailable, parent's will be offered Free-Standing ESL as an option for their child until the school has enrolled 15 or more students within two consecutive grades,

allowing the school to open a preferred choice program. When this occurs, parents will be notified via mail and phone that their preferred choice has become available. After this information is provided to the parents by the above staff members, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Each parent will also receive a Continuation Letter in the Fall and Spring of the scholastic year informing them of the student's progress, and providing them the option to change their ELL program if the progress documentation, as well as the teacher anecdotals, corroborate this decision. The Continuation Letters will be updated and filed in an ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to send the notifications for that specific semester. This process ideally occurs immediately upon student registration; however in the case that it is not possible, the entire process will be completed within 10 school days.

3. After the parents view the Parent Orientation DVD, they are provided with the Parent Survey and Program Selection Form. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark on their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. After this information is provided to the parents, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Ideally, once the parents register their children, they will complete and receive copies of both the Parent Survey and Entitlement Letters while the school files the original copies. If by chance Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion. This information will be housed in the ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to contact parents.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs were mentioned above and include the following: formation of a trained ELL Team which will be responsible for greeting potential ELL students and their parents, administering the Home Language Identification Survey, conducting informal, oral parent interviews in English or the parents' native language, interviewing the prospective ELL student, presenting the Parent Orientation DVD in the parent's native language, providing parents with information about the respective ELL programs the Department of Education offers, as well as the Parents' Rights and Responsibilities, ensuring translator services are available, administering the LAB/R and scoring it promptly to determine whether the student should be placed in a Transitional Bi-Lingual or Free-Standing ESL program, placing the child according to data collected, communicating the placement findings and determinations with parents, and completing an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record. If Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion, and finally filing this information in an ELL Data Binder in the Main Office where it will be accessible to any member of the ELL Team and revisited periodically throughout the year.

5. After reviewing the Parent Survey and Program Selection Forms, the trend in parental requests has been the following: Transitional Bilingual Education has been the first option while Free-Standing ESL has been the second choice. For the scholastic year of 2010-2011, out of 54 new entry ELL students, 30 parents selected TBE as their first choice while 24 parents selected Free-Standing ESL as their first option. For the scholastic year of 2011-2012, out of the 12 newly admitted students, all 12 parents chose Transitional Bilingual Education

6. Program models offered at this school are aligned with parent requests.

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 ❄ No ⭘	If yes, indicate language(s): Spanish
Dual language program	Yes ⭘ No ❄	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1						2
Push-In							1	1	1					3
Total	0	0	0	0	0	0	3	3	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	**Newcomers (ELLs receiving service 0-3 years)**	47	**Special Education**	14
SIFE	0	**ELLs receiving service 4-6 years**	37	**Long-Term (completed 6 years)**	19

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	31	0	0	1	0	0	0	0	0	32
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	2	36	0	5	19	0	7	71
Total	**47**	**0**	**2**	**37**	**0**	**5**	**19**	**0**	**7**	103
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	22	13					**45**
Chinese														**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**
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	10	22	13	0	0	0	0	45

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	35	4					67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**28**	**37**	**5**	**0**	**0**	**0**	**0**	**70**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

1A. The organizational models of this school consist of self-contained, free standing ESL and Transitional Bilingual Education with supplemental push-in services for 6th, 7th, anf 8th grade students.

1B. The program models of this school consist of block schedules, where students travel as one group throughout the instructional day. The Transitional Bilingual program is ungraded and consists of a 6th and 7th grade bridge class and a 7th and 8th grade bridge class. Both models are heterogeneous and are comprised of mixed proficiency levels.

2. Teacher Schedules and student programs ensure that the mandated number of instructional minutes is provided and implemented on a consistent basis and are as follows:

2A: Transitional Bilingual Education: In our TBE program, beginning, intermediate, and advanced students receive a scheduled 60 minutes of Native Language Arts (NLA) per day which equates to 300 minutes per week. The TBE program also offers 100 minutes of ESL instruction per day which equate to 500 minutes per week. Finally, a 50 minute block of ELA is provided to the entire class per day, equating to 250 minutes per week of ELA instruction. The Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing.
Free Standing ESL: Intermediate and Advanced students in the free standing ESL program receive 500 minutes per week of ESL instruction that is embedded into the content area of ELA and Social Studies. They as well receive an additional 250 minutes of ELA instruction where the students must process the strategies that were provided during the ESL component of the day.

3: In this school's TBE program, each child in this ungraded, heterogeneous setting of mixed proficiency levels receives instruction in their native language of Spanish by a licensed ESL teacher with a bi-lingual extension. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.
In this school's Freestanding, self-contained ESL program, each child in this heterogeneous setting receives instruction in English, while receiving Native Language Arts support, by a licensed ESL teacher that holds both ESL and ELA content credentials. The program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are

used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

4: ELL's are appropriately evaluated through the use of teacher created asssessments that are produced in the student's native language, i.e. Spanish by licensed ESL teachers with bilingual extentions. The assessments, in every content area, provide native language formative, ongoing, and summative assessments that guage student understanding of the content being taught, utilizing the common core standards as anchors. The assessments are scored using a school wide rubric that measures the assimilation of content information in the students native language. Also, the students have the option to take the NYS Math exams in their Native Language to ensure that the content taught is being adequately assessed.

5: This school differentiates instruction for ELL subgroups as follows:
5A: SIFEs- At this point in time, the school does not service any SIFE students but the following will be in place when the need arises. SIFE students will be enrolled in either a TBE or Free-Standing ESL self-contained class where they will be instructed utilizing the above ESL methods and strategies in order to accelerate academic and language development. These include: modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques will be used extensively. Students will be made accessible to first language books in the classroom library. They will take part in a buddy system where SIFEs will be paired with more advanced students and they will also be invited to attend after school and Saturday enrichment programs for further language development. SIFE students will also take part in a pull out instructional period per day where they will be grouped by proficiency level and receive additional instruction to acclimate the students to the scholastic environment as well as provide them more intensive academic as well as social emotional support among their peer group.

5B: ELL NEWCOMERS (less than 3 years) - New comers are enrolled in the TBE program where ESL strategies will be utilized to ensure that the students employ their native language to support the grasping of the English language. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the native language and English. Students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development. During these enrichment courses, the students will be exposed to previous NYS ELA and Math exams so they may become accustomed to their format and language. This is an important enrichment strategy since NCLB now requires ELA testing for ELL's after one year of being enrolled. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in eventually scoring proficient on the NYSESLAT.

5C: ELLs 4-6 YEARS – ELLs that have received services for 4-6 years are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in scoring proficient on the NYSELSLAT.

5D: LONG TERM ELLs (Completed 6 Years)- ELLs that have received services at least 6 years are enrolled in this school's

A. Programming and Scheduling Information

Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to hone in on areas where they falter on this exam. The NYSELAT enrichment strengthens the areas the students continue to struggle with in order to increase their abilities and assist them in scoring proficient on the NYSELSLAT.

6: ELL-SWD's: The Special Need ELLs are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Through Universal scrrening, students are also assessed in order to develop grade level appropriate customized instruction. Using the technology program, Destination Reading, which offers practice in phonics, comprehension in text genres, etc., their teachers can assess and assign specific, grade appropropriate tasks that develop reading comprehension. Also, through our service learning curriculum with Literacy Inc, students will have the opportunity to learn and share reading strategies. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with more advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with in order to increase their abilities and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	the year and time is allowed through parellel teaching oppourtunities where SWD may mainstream into a general education ESL classroom
75%	in order to meet their course needs in the Least Restrictive Environment possible. ELL-SWD are also invited to attend after school and
50%	Saturday enrichment programs for further language development. Grouping is heterogeous and thus the SWD participate in extra-
25%	curricular services in a TBE.
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

- heritage classes

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish.

9: For ELLs that have reached proficiency on the NYSESLAT, they will continue to receive enrichment services to ensure that the transitional period is gradual yet always supportive. Being that the entire school participates in Response to Intervention or R.T.I., former ELLs will also continue to be supported throughout their general content periods to ensure that the ESL strategies they have mastered are continuously used to improve comprehension and continued English Language acquisition. Former ELLs will also be continuously assessed via formative teacher created assessments to ensure that they continue to progress, yet also to monitor for any signs of regression so that further interventions may be put into place. Testing modifications, such as extended time, questions read aloud, listening passages read 3 times or more by teacher, will continue to be in place for two years after this sub group have reached proficiency.

10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

11: This school is contemplating discontinuing ungraded classes, such as our current TBE program. It is important to provide grade specific TBE programs that focus on specific grade level instructional material. If resources are available, this school would prefer to open graded TBE programs for each grade serviced.

12: All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Science Club, Track Team, Newsletter, and Drama. Community Based Organization, Inwood House, also facilitates an after-school program in which our ELL population takes part in activities such as Basketball, Dance, and Step Team. Saturday Enrichment services are offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction per day.

13: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

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13: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that

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

C. Schools with Dual Language Programs

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

This school does not have a dual language program and so we are unable to answer the above questions at this point in time.

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

D. Professional Development and Support for School Staff

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

1. As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs. Teachers of ELLs have all attended the QTELL Building the Base series offered through the Department of Education as a foundational workshop for building best practices among teachers using scaffolding strategies to build academic independence for ELL students. These workshops are conducted by highly trained facilitators who specialize in modeling targeted, practical strategies for participants. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff.
Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data.
In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

2. Our school provides a Buddy System, an Inter-visitation program and a Transitional Program as a means of supporting staff members to assist ELL students as they transition from elementary to middle school. The inter-visitation program allows teachers to visit classrooms of their more experienced colleagues to observe and become familiar with the use of effective ESL instructional strategies. Upon the end of the visit, teachers complete a feedback form to communicate questions and comment on effective techniques. The Buddy System involves pairing newly hired General Education teachers with ESL and Bi-lingual teachers of another grade to learn how to gradually increase the intensity of instructional strategies, specific to teachers' ELL populations. As a means of addressing the social/emotional and cultural adjustments ELL students experience staff members designed a Transitional Program. Components of the program consist of an interactive based program to increase language acquisition as well as a cultural component that celebrates and validates students' various ethnicities.

3.The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network. ELL agendas and minutes are housed in the Assistant Principal's office and minutes are tracked as they accumulate.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

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. Parental Involvement at MS 363 takes on many forms:

a: During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

b: In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

c: Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

d: In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September 2011 until June 2012. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

2. This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Literacy Inc (LINC) works to inspire and enlist communities to create a better future for at risk children through early reading success by working with schools, family, businesses, and community partners to create and sustain reading programs that promote emerging literacy skills. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

3. At this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak languages other than those two

E. Parental Involvement

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b: In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

c: Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

d: In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September 2011 until June 2012. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

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B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

8: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish.

9: For ELLs that have reached proficiency on the NYSESLAT, they will continue to receive enrichment services to ensure that the transitional period is gradual yet always supportive. Being that the entire school participates in Response to Intervention or R.T.I., former ELLs will also continue to be supported throughout their general content periods to ensure that the ESL strategies they have mastered are continuously used to improve comprehension and continued English Language acquisition. Former ELLs will also be continuously assessed via formative teacher created assessments to ensure that they continue to progress, yet also to monitor for any signs of regression so that further interventions may be put into place. Testing modifications, such as extended time, questions read aloud, listening passages read 3 times or more by teacher, will continue to be in place for two years after this sub group have reached proficiency.

10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

11: This school is contemplating discontinuing ungraded classes, such as our current TBE program. It is important to provide grade specific TBE programs that focus on specific grade level instructional material. If resources are available, this school would prefer to open graded TBE programs for each grade serviced.

12: All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Science Club, Track Team, Newsletter, and Drama. Community Based Organization, Inwood House, also facilitates an after-school program in which our ELL population takes part in activities such as Basketball, Dance, and Step Team. Saturday Enrichment services are offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction per day.

13: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well

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: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish.

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10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

11: This school is contemplating discontinuing ungraded classes, such as our current TBE program. It is important to provide grade specific TBE programs that focus on specific grade level instructional material. If resources are available, this school would prefer to open graded TBE programs for each grade serviced.

12: All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Science Club, Track Team, Newsletter, and Drama. Community Based Organization, Inwood House, also facilitates an after-school program in which our ELL population takes part in activities such as Basketball, Dance, and Step Team. Saturday Enrichment services are offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction per day.

13: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that

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)?

This school does not have a dual language program and so we are unable to answer the above questions at this point in time.

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

1. To assess the literacy skills of our students, our school uses an in-house reading comprehension rubric. The rubric measures students' reading comprehension skills and matches respective skills to reading levels and a correlating grade. Our school also works in conjunction with the guidance counselors from the elementary feeder schools to retrieve student portfolios which contain student written work and data from early literacy assessments which our school places in students' cumulative records and are housed in an accessible location for teacher teams to analyze and strategically plan based on demonstrated instructional needs. Also, after reviewing our school's ELA Gap analysis, the following performance indicators have been selected to focus on throughout our instruction due to the fact that our students have reached only 40% or less mastery in these areas: interpret data, facts, and ideas from multiple sources, Identify information that is implied rather than stated, Read to collect and interpret data, facts, and ideas, Recognize how the author uses devices, such as simile, metaphor, and personification to create meaning. These performance indicators will be focused on throughout the curriculum in order to promote mastery by June 2012.

2: After reviewing the data that was inputted in the table above, it has been revealed that approximately 70% of the ELL population is at Intermediate or Advanced levels regarding the NYSESLAT in grades 6, 7 and 8.

3: After looking at the NYSESLAT modalities it was determined that almost 80% of students tested are either Advanced or Proficient in all 4 areas, listening, speaking, writing, and reading. Based on this data, instructional strategies are focused on moving students into a mainstreaming program where English is taught at a ratio of 75:25. Instructional decisions implemented by ESL teachers will focus on enabling students to develop English proficiency through the use of accountable talk and the use of instructional activities such as small group work, reciprocal teaching, and buddy systems which encourage students to use oral academic language that can be transferred to other academic contents.

4A: After reviewing the data that was inputted in the table above, it has been revealed that 70% of the ELL population is at Intermediate or Advanced levels in grades 6, 7 and 8. Regarding the NYS ELA exam, ELL's are faring better in their Native Language compared to exams administered in English. For example, students who took the NYS ELA exam scored at a level 1 compared to scoring a level 2 on the NYS Math exam, which is offered in their native language.

4B: School leadership and teachers utilize item analysis reports to target specific areas of improvement in regards to individual student strengths and weaknesses. Data extracted from both the ITA and ELL predictive assessments will be used to create instructional and differentiated student goals.

4C: Upon completion of the ELL periodic assessment analysis, student data will be reviewed and discussed with the ESL instructors so that the instructional and differentiated strategies may be embedded into the daily curriculum and lesson planning. Native language is used to support English proficiency through materials such as bilingual dictionaries, NLA classroom libraries, and technology enrichment.

5: We do not have a dual language program and thus this question does not apply.

6: The success of the ELL population will be measured in the analysis of summative assessments such as ITA, ELL Predictive

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.

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.

1. As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs. Teachers of ELLs have all attended the QTELL Building the Base series offered through the Department of Education as a foundational workshop for building best practices among teachers using scaffolding strategies to build academic independence for ELL students. These workshops are conducted by highly trained facilitators who specialize in modeling targeted, practical strategies for participants. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff.
Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data.
In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

2. Our school provides a Buddy System, an Inter-visitation program and a Transitional Program as a means of supporting staff members to assist ELL students as they transition from elementary to middle school. The inter-visitation program allows teachers to visit classrooms of their more experienced colleagues to observe and become familiar with the use of effective ESL instructional strategies. Upon the end of the visit, teachers complete a feedback form to communicate questions and comment on effective techniques. The Buddy System involves pairing newly hired General Education teachers with ESL and Bi-lingual teachers of another grade to learn how to gradually increase the intensity of instructional strategies, specific to teachers' ELL populations. As a means of addressing the social/emotional and cultural adjustments ELL students experience staff members designed a Transitional Program. Components of the program consist of an interactive based program to increase language acquisition as well as a cultural component that celebrates and validates students' various ethnicities.

3.The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network. ELL agendas and minutes are housed in the Assistant Principal's office and minutes are tracked as they accumulate.

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. Parental Involvement at MS 363 takes on many forms:
a: During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of

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b: In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

c: Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

d: In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September 2011 until June 2012. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

2. This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Literacy Inc (LINC) works to inspire and enlist communities to create a better future for at risk children through early reading success by working with schools, family, businesses, and community partners to create and sustain reading programs that promote emerging literacy skills. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

3. At this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak languages other than those two

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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)							4	23	5					32
Intermediate(I)							6	14	3					23
Advanced (A)							24	28	2					54
Total	0	0	0	0	0	0	34	65	10	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	12	7				
	I							2	8	2				
	A							19	30	3				
	P							9	5	0				
READING/ WRITING	B							4	18	8				
	I							8	11	3				
	A							24	16	2				
	P							3	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	17	2	0	32
7	24	20	4	0	48
8	3	1	0	0	4
NYSAA Bilingual Spe Ed					0

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5									0
6	10		13		10		1		34
7	20		35		2		1		58
8	3		2		0		0		5
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	7	10	6				
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. To assess the literacy skills of our students, our school uses an in-house reading comprehension rubric. The rubric measures students' reading comprehension skills and matches respective skills to reading levels and a correlating grade. Our school also works in conjunction with the guidance counselors from the elementary feeder schools to retrieve student portfolios which contain student written work and data from early literacy assessments which our school places in students' cumulative records and are housed in an accessible location for teacher teams to analyze and strategically plan based on demonstrated instructional needs. Also, after reviewing our school's ELA Gap analysis, the following performance indicators have been selected to focus on throughout our instruction due to the fact that our students have reached only 40% or less mastery in these areas: interpret data, facts, and ideas from multiple sources, Identify information that is implied rather than stated, Read to collect and interpret data, facts, and ideas, Recognize how the author uses devices, such as simile, metaphor, and personification to create meaning. These performance indicators will be focused on throughout the curriculum in order to promote mastery by June 2012.

2: After reviewing the data that was inputted in the table above, it has been revealed that approximately 70% of the ELL population is at Intermediate or Advanced levels regarding the NYSESLAT in grades 6, 7 and 8.

3: After looking at the NYSESLAT modalities it was determined that almost 80% of students tested are either Advanced or Proficient in all 4 areas, listening, speaking, writing, and reading. Based on this data, instructional strategies are focused on moving students into a mainstreaming program where English is taught at a ratio of 75:25. Instructional decisions implemented by ESL teachers will focus on enabling students to develop English proficiency through the use of accountable talk and the use of instructional activities such as small group work, reciprocal teaching, and buddy systems which encourage students to use oral academic language that can be transferred to other academic contents.

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4B: School leadership and teachers utilize item analysis reports to target specific areas of improvement in regards to individual student strengths and weaknesses. Data extracted from both the ITA and ELL predictive assessments will be used to create instructional and differentiated student goals.

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5: We do not have a dual language program and thus this question does not apply.

6: The success of the ELL population will be measured in the analysis of summative assessments such as ITA, ELL Predictive

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.

Part VI: LAP Assurances

School Name: Acad. Personal Lead and Excell			School DBN: 10X363
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angelo Ledda	Principal		10/14/11
Marisa Campbell	Assistant Principal		10/14/11
Tamara Rosado	Parent Coordinator		10/14/11
Taylor Strack	ESL Teacher		10/14/11
	Parent		
Roxanne Batista	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10X363 **School Name:** Academy for Personal Leadership and

Cluster: 109 **Network:** CFN 109

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

Part A: Needs Assessment Findings

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

All parent information letters are sent out in English, Spanish and French. Any parent conference held has an interpreter if necessary. By analyzing the home language surveys, we were able to determine the translation services needed.

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.

As of October 31st, our ELL population is 36.27%. Our Spanish only speaking parent population is 67%. Through the Parent Coordinator Newsletter and SLT, the findings were shared with the entire school community.

Part B: Strategies and Activities

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

All written translations are provided in-house and via the NYC DOE translation services. Any parent meeting, SLT meeting, parent workshop is conducted in both english and spanish for all in attendance. Any parent meeting that is held, whether discipline conference, academic conference, IEP meeting etc. A one on one translator is present for the duration of the meeting. In house staff is used for this translation and when parent teacher conference are held, in school staff remains for the translation. Both the Parent Compactand the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them.

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.

All conferences have a translator as needed.
All assemblies are conducted in English and Spanish.
All translations are done in-house.
Any parent meeting that is held, whether discipline conference, academic conference, IEP meeting etc. A one on one translator is present for the duration of the meeting. In house staff is used for this translation and when parent teacher conference are held, in school staff remains for the translation. Both the Parent Compactand the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them.

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.

By creating all documents in English, Spanish and FrenchBoth the Parent Compactand the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them..

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: A.P.L.E	DBN: 10X363
Cluster Leader: CFN109	Network Leader: Maria Quail
This school is (check one): ❍conceptually consolidated (skip part E below) ❄NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ❍Before school ❄After school ❍Saturday academy ❍Other:
Total # of ELLs to be served: 107 Grades to be served by this program (check all that apply): ❍K ❍1 ❍2 ❍3 ❍4 ❍5 ❄6 ❄7 ❄8 ❍9 ❍10 ❍11 ❍12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 4

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: 8: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish. 9: For ELLs that have reached proficiency on the NYSESLAT, they will continue to receive enrichment services to ensure that the transitional period is gradual yet always supportive. Being that the entire school participates in Response to Intervention or R.T.I., former ELLs will also continue to be supported throughout their general content periods to ensure that the ESL strategies they have mastered are continuously used to improve comprehension and continued English Language acquisition. Former ELLs will also be continuously assessed via formative teacher created assessments to ensure that they continue to progress, yet also to monitor for any signs of regression so that further interventions may be put into place. Testing modifications, such as extended time, questions read aloud, listening passages read 3 times or more by teacher, will continue to be in place for two years after this sub group have reached proficiency. 10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction

Part B: Direct Instruction Supplemental Program Information
through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

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: 1. As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs. Teachers of ELLs have all attended the QTELL Building the Base series offered through the Department of Education as a foundational workshop for building best practices among teachers using scaffolding strategies to build academic independence for ELL students. These workshops are conducted by highly trained facilitators who specialize in modeling targeted, practical strategies for participants. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff. Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data. In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas. 2. Our school provides a Buddy System, an Inter-visitation program and a Transitional Program as a means of supporting staff members to assist ELL students as they transition from elementary to middle school. The inter-visitation program allows teachers to visit classrooms of their more experienced colleagues to observe and become familiar with the use of effective ESL instructional strategies. Upon the end of the visit, teachers complete a feedback form to communicate questions and comment on effective techniques. The Buddy System involves pairing newly hired General Education teachers with ESL and Bi-lingual teachers of another grade to learn how to gradually increase the intensity of

Part C: Professional Development

instructional strategies, specific to teachers' ELL populations. As a means of addressing the social/emotional and cultural adjustments ELL students experience staff members designed a Transitional Program. Components of the program consist of an interactive based program to increase language acquisition as well as a cultural component that celebrates and validates students' various ethnicities.

3.The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network. ELL agendas and minutes are housed in the Assistant Principal's office and minutes are tracked as they accumulate.

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: 1. Parental Involvement at MS 363 takes on many forms:

a: During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

b: In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

Part D: Parental Engagement Activities

c: Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

d: In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September 2011 until June 2012. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

2. This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Literacy Inc (LINC) works to inspire and enlist communities to create a better future for at risk children through early reading success by working with schools, family, businesses, and community partners to create and sustain reading programs that promote emerging literacy skills. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to

Part D: Parental Engagement Activities
offer a continuum of flexible and multi-disciplinary programs. 3. At this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak languages other than those two languages, a staff member is assigned to utilize telephone translation services in the Parent's native language and assist with the interpretation questions from the survey. Data from respective surveys is analyzed and communicated to staff members who collaboratively work with administration to adjust and revise educational goals. 4. The school's use of parent feedback allows the school to revise current systems of parental engagement, review these decisions and then make strategic adjustments and target specific parent needs that are relevant to our community. If a need arises that seems to be pertinent to a large amount of parents, a workshop or training session will be created to clarify the area of need via the Parent Resource Center. As a result, parents feel valued and encouraged to continue a partnership with the school and cultivate a lasting relationship.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$6720.00	ELL After school Academy and Saturday Academy to start January 2012. 4 hours of after school targeted instruction and 4 hours on Saturday.
Purchased services • High quality staff and curriculum development contracts.	$3360.00	Professional Development for staff. QTEL and SIOP training for ELL/Bilingual and Content teachers.
Supplies and materials • Must be supplemental. • Additional curricula, instructional		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	$1120.00	Parental Involvement. Includes workshops for ELL parents and celebrations for students.
TOTAL	$11200.00	