



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: CHARLES O. DEWEY

DBN: 15K136

PRINCIPAL: ERIC R. SACKLER

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SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Eric Sackler	*Principal or Designee	
Gordon Baldwin	*UFT Chapter Leader or Designee	
Christina Caruso-Pagan	*PA/PTA President or Designated Co-President	
Lillian Lopez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kara Youngs	Member/Teacher	
David Davis	Member/Teacher-Chairman	
Alberto Saucedo	Member/Parent	
Jaely Jiminez	Member/Parent	
Miladys Pichardo	Member/Parent	
Candida Perez	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception (do not understand what this means when talking about data), and process so that all stakeholders are able to understand the needs of all students.
 - Principal and Asst. Principal Study Groups (lighthouse I would put Leader in Me process instead of Lighthouse as it pertains to school culture not a focus group) and cabinet(September-June, ongoing)
 - Identification and development of staff for shared leadership roles (ongoing)
 - PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice, weekly common planning
 - Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
 - Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, content specific conferences, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
 - Transparency; sharing information, problem solving, celebrations that include all stakeholders
 - Principal and Asst. Principal and Extended Cabinet weekly meetings (August thru June)
 - Monthly School Leadership Meetings (SLT) (September-June)
 - Weekly Lighthouse Team meetings (September-June)
 - School Calendar, distribution and displays of data (monthly, ongoing) via data-cation/pupil path
 - Monthly Newsletter from the Lighthouse Team for staff on updates about school/community relations (Jan-June)
 - Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, and regular Student Council meetings, community meetings with school leadership (Fall, Spring). Student Leader Initiatives
 - Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility
- August thru June :
- Monthly purposeful evaluation of use of resources by the principal and school leaders
 - Coordination of resources and support from community stakeholders, external providers, and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership

Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists, CFN support team Arts partners, Lutheran Medical and Center for Family Life.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January --the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, Leader in Me Parent Surveys, in-house staff and student surveys, review of teacher observations, Successmaker reading and math levels (ongoing), Acuity, RIGOR, balanced budget, and inventory review.

By June----- we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, in-house staff and student surveys, Successmaker reading and math levels (ongoing), Leader in Me Parent Surveys, and collaborative self evaluation conducted by school leadership.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendations (Page 2 JIT 2/2011)

Teachers should be provided with guidance and professional development (PD) on planning lessons that include a wide range of curriculum resources, particularly in English language arts (ELA), to engage students and address their different learning styles and needs. The administration should closely monitor the use of curriculum resources to gauge the impact on the quality of instruction and student outcomes. School leaders should provide modeling of good practice to assist teachers in the improvement of their instruction, particularly in ELA and mathematics, and the use of resources that can lead to improved student learning.

- The administrative team should provide guidance to teachers on the methods they should use to ensure students know what they have done well and what students should do to improve their work.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, all class room teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks

Instructional strategies/activities

The Common Core State Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core State Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- A systemic approach of refining units of study
- Embedded informal, formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCSS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001), Sheltered Instruction Operational Protocol created by Jana Echevarria and MaryEllen Vogt (1996), and Framework for Teaching created by Charlotte Danielson (2010) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, content and language objectives, teacher reflection, and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive further training in co-teaching strategies, modeling and IEP for NYC DOE SpEd reform by Teachers College Inclusive Classrooms Project.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allows for teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, RTI, use of UDL and SIOP checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI) (Swanson & Deshler, 2003). RTI is a school wide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) and Margarita Calderon's RIGOR Program will guide our work with ELL students. These models are designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson, ACUITY, Curriculum Associates, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCSS and support Instructional Shifts -beginning August thru June, 6-8 week cycles: development of units of study
- beginning August thru June, Monthly Professional Development (including Saturday offerings)
- beginning January thru June, National Conferences (ASCD, NAEA, NYSABE, etc.)
- Completion of cycles of mini observations that reflect implementation of this work
- By March, our Network will complete a full day instructional walk with the school leaders
- ongoing completion of mini-observation cycles (informals)
- Themed Grade level Teams developing cross curriculum projects (June 12-June 13)
- Sharing, uploading and refining in house developed units of study on Rubicon ATLAS
- By January, All staff will receive a formal observation
- By June, a second or third formal observation will be completed to document progress
- Completion of Performance Tasks
- RTI training and implementation facilitated by our in house AIS coordinator who was trained and supported by Network. Weekly "core" RTI team meetings held September thru June.
- Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA X Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendations (Page 3&4 JIT 2/2011)

- PD opportunities should be used to extend the knowledge and understanding of individual teachers so that they are able to use a wide range of instructional strategies to meet student learning needs. These PD opportunities should be teacher or administratively selected based on pedagogical needs. School leaders should evaluate the success of the new strategies learned by teachers through walkthroughs and formal and informal observations.
- The good practice observed within the ESL classroom should serve as a model for all teachers in the use of prior student assessments to guide instruction, and school leaders should arrange for inter-visitations. Additionally teachers should be provided with opportunities to visit other schools where ELA and mathematics practices are being successfully implemented.
 - The Network instructional specialist, along with school leaders, should regularly schedule walkthroughs in order to develop a school wide emphasis on improving the quality of student engagement. A differentiated model of PD should be implemented for teachers to develop an array of different strategies and techniques for motivating students in the key subject areas of ELA and mathematics. Further visits should be scheduled to assess the impact of these strategies when implemented.
 - Teachers should be provided with sustained PD on the range of questioning techniques that should be routinely used during classroom instruction. The administrators should closely monitor the implementation of this training to ensure that questioning techniques are effectively used to develop and extend students' higher order thinking skills.
 - School leaders and the Network should work together to organize PD for teachers on what good differentiation looks like and how it can be implemented to ensure that work is challenging and that diverse student learning needs are met. The administration should closely monitor school wide practices to ensure that all teachers are using ELA and mathematics data effectively to plan appropriately differentiated tasks that meet the identified student needs.
 - Teachers should be provided with sustained PD on UDL in regards to classroom organization and grouping to encourage the development of instruction that is rigorous and challenging. Administrators and faculty should collaborate on the construction of a student survey so that they can achieve a greater understanding of student interests, educational needs and learning styles.
 - The school should develop the consistent use of informal/formal assessment within the instructional program. Documentation should include written feedback on all student work that relates to CCSS and provides students with clear next steps for improvement and goal setting (SLO, SMART, etc.). School leaders should discuss with the students the impact feedback has on their learning and how it is helping them to improve.

- Teachers should more widely integrate technology within their teaching and learning, with a particular focus on improving student depth of knowledge (DOK) instead of basic internet access. PD should be provided for teachers who lack the skills or confidence to use technology.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core State Standards (CCSS) and the shifts in education.

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. As per Charlotte Danielson: " The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)

-Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Teachers should more widely integrate technology within their teaching and learning, with a particular focus on improving student depth of knowledge (DOK) instead of basic internet access. PD should be provided for teachers who lack the skills or confidence to use technology.

-Preparing teaching in CCSS's and Instructional Expectations (ongoing)

- Preparing teachers in the use of RBI's
- Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support
- Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Completion of cycles of mini observations that reflect implementation of this work
- By March, our Network will complete a full day instructional walk with the school leaders
- ongoing completion of mini-observation cycles (informals)
- By January, All staff will receive a formal observation
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- (October thru June, ongoing) Teacher feedback sessions
- (October thru June, ongoing) Looking at Student Work protocol implementation
- January (analysis of mid-year student periodic assessment data)
- June through September: Analysis of state assessment data

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendations Page 6 JIT 2/2011

- Extend the range of social and emotional supports
 - Provide all students with individualized supports and opportunities for healthful living
 - The school leader should meet with the custodian and District plant manager to survey and repair the building to ensure that the school community works in a safe and healthy school environment. The Network should support and be closely involved in this process.
 - Administrators should review inventory to identify and remove unused and outdated equipment and resources. The custodian and District plant manager should follow up on the request for improvements, including an electrical upgrade.
 - The school should develop the AIS program to more successfully support the most at-risk students.

Given the number of overage students and ELLs, a greater focus should be provided on the provision of instruction and outcomes for these students. The Network and Principal should work together in ensuring that programs are in place to fully meet the needs of these students and that their academic progress is accelerated. The Principal should ensure that common planning time is used to specifically target academic improvement for these groups of students and that data is closely analysed and then used by teachers in the classroom to bring about effective learning for identified students. The Principal, with Network support, should ensure that PD is provided, where appropriate, to equip teachers with the necessary skills to consistently meet the diverse needs of overage and ELLs students

The parent coordinator and attendance staff should continuously monitor and follow-up efforts to improve student attendance to ensure that the students targeted for this support are receiving the correct level of service. The AIS program should be embedded within the instructional day and the school leader should monitor and evaluate its effectiveness.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system

Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

Our research based instructional strategies will **integrate the American School Counselor (ASCA, 2011) Student Standards**. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Staff mentors assigned to specific students as per the NYC Mayoral Initiative. Approximately 10 staff members mentoring about 50 students with attendance issues (lateness and absence)
- Training for all staff in classroom management and behavioral interventions through The Leader in Me protocol, Steven Covey.
- Opportunities for student voice and student choice through the Leader and Me and SLT team.
- Transitional supports (middle to high school, discussions about college and career readiness with intern opportunities)
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Mayoral Initiative attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- In house Lutheran Medical Licensed clinical psychologist.
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (Saturday ESL workshops, evening events, etc.)
- Student recognition events and celebrations (January and June)
- National Junior Honor Society, quarterly celebrations with community service hours and volunteer opportunities (December –June)
- Identify external supports, community based organizations (CBO's): Art internships with Nurture Art, BRIC Rotunda, Open Source Gallery, Center for Family Life
- Team building retreat at Ramapo for Children in Rhineback, NY.
- Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, crisis paraprofessional, instructional leads, Transforming Education in America (T.E.A.M), Center for Family Life, and Lutheran Medical.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness

- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement
- Extended Time Services on Tuesday and Wednesday from 2:20 PM to 3:15 Pm with 45 teachers and 5 para-professionals servicing approximately 425 students
- SES instructional program on Thursday and Friday from 2:30 PM to 4:30 PM with approximately 6 teachers servicing 76 enrolled students.
- Saturday ESL instructional program 3 teachers serving approximately 45 students and 1 teacher providing adult ESL education to 10 to 15 parents.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

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- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendations Page 6 JIT 2/2011

- The school leader and PTA president should, as a matter of urgency, contact the Office for Family Information and Action (OFIA) for assistance in developing strategies to increase parent participation and involvement.

- The school leader should ensure that the parent coordinator organizes effective parent outreach activities to increase parent completion of the DOE parent survey. Additionally, the school leader and parent coordinator should organize interim surveys to gauge parent satisfaction and gain valuable insights and suggestions for continuous school improvement.

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Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey

Strategies to increase parental involvement and engagement

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Pot Luck BBQ/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (Saturday ESL workshops and evening events)
- Student recognition events (January and June)
- Leader in Me orientation to parents about the programs as PD throughout the year. (September-June)
- Implementation of school uniforms.

- Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, guidance staff, community supports and our network support.
- Saturday ESL instructional program 3 teachers serving approximately 45 students and 1 teacher providing adult ESL education to 10 to 15 parents.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS) *includes cross-disciplinary programs that alternate days	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA - - - 1) Success Maker program	1) ELA leveled skill assessment tool	1a) Small group (10:1) Grades 6/7/8 =all students (464) 1b) Large group (25:1), by class	1a) 2pds/wk, during ETS 1b) 1pd/wk, during school day
2) I-Ready program	2) ELA test prep & progress indicators	2) Large group by class (25:1) 6/7/8=all students (464)	2) 9pds/wk, during school day (March only)
3) Kaplan service	3) Teacher & K-Tutor provide academic strategies	3a) Small groups by grade (5:2,7:2,10:2) 6 th =10, 7 th =17, 8 th =10 3b) Large group (mix of 6/7/8) (23:2) 6 th =3, 7 th =15, 8 th =5	3a) 2pds/wk, during school day (T&W) 3b) 1pd/wk (ETS-Tues)
4) SES – Supplemental Ed. Service	4) ELA specific skills instruction	4) Large group by grade (20:1) Open to all grades	4) 4pds/wk, after school (double periods, Thurs & Fri)
5) Library Research	5) Independent time for project research	5) Large group (20:1, varies) (3pds for 6 th /7 th & 3pds for 8 th)	5) 6pds/wk, during lunch
6) Specialized Interdisciplinary Project	6) Puerto Rico Cultural Research (guided & indep.)	6) Large group (6:1/ total 24:4) (Mixed 6/7/8, screened)	6) 4pds/wk, before school *8 weeks only, Winter
7) ELA / ESL / ELL	7) Bilingual tutoring	7) Small group (15:1), mixed 6/7/8	7) 2pds/wk, after school (Th & Fri)
8) ELA / ESL	8) ESL Supplemental Reading Service	8) Small group (15:1), gr.8 only	8) 16pds/wk, during school day

9) Wilson Strategies *	9) Direct delivery of phonics & rdg. strategies	9) Small group (2:1) *will be expanding Wilson w/ more staff	9) 3pds/wk, during school *
10) Reading – Book club	10) Text analysis through group reading	10) Small group (5:1) (6 th =1, 7 th =1, 8 th =2)	10)1pd/wk, during lunch
11) ELA: Theater 101	11) Student speaking & reading skills – led by teachers & visiting artists	11) Small group (10:2:2)	11) 4pds/wk, after school, 6-week program, Winter
12) ELA / ARTS: Nurture Art, partners	12) Teachers/Artists lead activities for students socio-emotional language development	12) Small group (15:1:1)	12) 4pds/wk, during school day, Spring
13) ELA/ ARTS: Rotunda Gallery, partners	13)) Teachers/Artists lead activities for students socio-emotional language development	13) Large group (30:1:2)	13) 4pds/wk, during school day, Spring
14) BNB, partners	14) Pet Therapy assisted read-alouds & read-alongs	14)Small group (3:1:1)	14) 3pds during 2 school days, semi-annually
Mathematics - - - 1)Success Maker program	1) Math leveled skill assessment tool	1a) Small group (10:1) Grades 6/7/8 =all students (464) 1b) Large group (25:1), each class	1a) 2pds/wk, during ETS 1b) 1pd/wk, during school day
2)I-Ready program	2) Math test prep & progress indicators	2) Large group by class (25:1) 6/7/8=all students (464)	2) 9pds/wk, during school day (March only)
3)Kaplan service	3) Tutor provides academic strategies	3a) Small groups by grade (5:2, 7:2, 10:2)6 th =10, 7 th =17, 8 th =10 3b) Large group (mix of 6/7/8) (23:2) 6 th =3, 7 th =15, 8 th =5	3a) 2pds/wk, during school day (T&W) 3b) 1pd/wk, (ETS-Wed.)

4)SES – Supplemental Ed. Service	4)Math specific skills instruction	4) Large group by grade (20:1) Open to all grades	4) 4pds/wk, after school (double periods, Thurs & Fri)
5)Exam Prep	5) Skills and advanced instruction	5) Small group (15:1) Open to all grades	5) 4pds/wk, before school
6) Great Leaps	6) Text-based math skills guided instruction	6) Small group, gr. 8 (2:1)	6) 1pd/wk. during lunch
Science - - - 1)Library Research	1)Independent time for project research	1)Large group (20:1, varies)	1) 6pds/wk, during lunch (3pds for 6 th /7 th & 3pds for 8 th)
2)Specialized Interdisciplinary Project	2)Puerto Rico Cultural Research (guided & indep.)	2) Large group (6:1/ total 24:4) (Mixed 6/7/8, screened)	2) 4pds/wk, before school (8 weeks only, Winter)
3)Regents Prep	3)HW & Lab assistance	3)Small group (10:1) Offered to Regents class only	3)1pd/wk, after school
4)Science Remediation	4)HW & Lab assistance	4) Small group (10:1) Open to grade 8	4)1pd/wk, after school
Social Studies - - - 1)Library Research	1)Independent time for project research	1)Large group (20:1, varies) *also, 1:1 as needed by teacher assignment – during school day	1*) 6pds/wk, during lunch (3pds for 6 th /7 th & 3pds for 8 th)
2)Specialized Interdisciplinary Project	2)Puerto Rico Cultural Research (guided & indep.)	2) Large group (6:1/ total 24:4) (Mixed 6/7/8, screened)	2) 4pds/wk, before school (8 weeks only, Winter)
3) 7 Habits Lighthouse session (Social Studies – Civics)	3)Development of student leadership & organizational skills	3) Large group, by class (25:1) *also, large group by grades (6 th =135, 7 th =158, 8 th =171)	3)1pd/wk, during school *also, 1pd/wk, during school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) - - -			
1)School Guidance Counselor	1)Direct counseling using various methods	1)Small group (1:1 / 1:3) Total 6/7/8=55	1pd/wk, during school day *also, as needed

2)Lutheran Medical Center (LMC) Mental Health Clinic	2) Direct counseling using various methods	*Mandated small groups are 1:1, 1:3, or 1:5 (total 6/7/8=43) 2) Individual (1:1) 6/7/8=12 students (*share w/ MS 821)	2)1pd/wk, during school day (available Mon & Wed)
3)LMC Dental Clinic	3)Dental services	3) 1:1 service *	3) *average 15 students per day, w/ 3 appts per month, during school day
4) Wake-Up NYC (DOE/mayoral service)	4) Morning phone calls to remedy chronic lateness & absence in at-risk students	4) 1:1 automated service (number varies, 10-30 students) *This does not include our own school phone system which reaches 90% of students	4) calls daily, 5 mornings/wk
5)Success Mentoring for at-risk students (DOE/mayoral)	5) Individual follow-ups by staff with students who are at-risk due to chronic absence	5) 1:1 conversations & home contacts (63 students/18staff)	5) daily, homeroom time
6) CFL-Lifelines Program	6) In-house partnership engages students with HW help, conflict resolution, arts and theater activities	6) 5:1, open to all grades (6/7/8=65 students)	6) 5 days/wk., after school (2:30pm-6pm)
7) AIS class	7) Supplemental class instruction, remediation & HW help	7) Large group (25:1)	7) 8pds/wk, during school day (*spread over 5 classes)
8) Community Volunteers, partners CB7, ING, BNY, EFT, etc	8)teacher-led student participation in locally sponsored events	8) Small group (10:1)	8) 5 days/yr after-school events (or weekends)
9) Cultural Events for *at-risk students, partner BAM	9) Independent and teacher-led activities to explore theater	9) Small group (10:1:1) *overage & holdovers	9) 6 events/yr, during school day

	themes with a visiting artist		
10) Boy Scouts (BSA)	10) Experiential learning & skills program with mentoring	10) Large group (20:3)	10) 1pd/wk, after school
11) Chess Club	11) Teacher-led development of skills	11) Small group (15:1)	11) 1pd/wk, after school
12)*Science Remediation	12) HW & Lab assistance	12) Small group (10:1) Open to grade 8	12) 1pd/wk, after school
13) * Nurture Art, partners *also serves at-risk students	13) Teachers/Artists lead activities for students socio-emotional language development	13) Small group (15:1:1)	13) 4pds/wk, during school day, Spring
14) * Rotunda Gallery, partners *also serves at-risk students	14) Teachers/Artists lead activities for students socio-emotional language development	14) Large group (30:1:2)	14) 4pds/wk, during school day, Spring
15) * 7 Habits/Lighthouse *also focuses on at-risk students	15)Development of student leadership & organizational skills	15)Large group, by class (25:1) *also, large group by grades (6 th =135, 7 th =158, 8 th =171)	15)1pd/wk, during school *also, 1pd/wk, during school
16) At-Risk/School Community Process: The Leader in Me	16) Process that instills skills to empower student leaders	16) Large group (by class & by grade)	16)Interdisciplinary daily reinforcement
17) Healthy Habits: for at-risk population	17) Building & sharing skills to increase student focus	17) Large group (by class, each grade)	17) Interdisciplinary daily reinforcement
<u>At-Risk Sports Programs</u>	<u>At-Risk Sports teachers also use behavioral techniques</u>	<u>At-Risk Sports grades 6/7/8</u>	<u>At-Risk Sports Schedules</u>

18) CHAMPS -Youth Soccer Program	18) Teacher-coach leads program of health & interpersonal skill development	18)Large group (20:1)	18) 2pds/wk, after school, Fall **(with MS 821 40:2)
19) CHAMPS -Youth Floor Hockey Program	19) Teacher-coach leads program of health & interpersonal skill development	19)Large group (20:1)	19) 2pds/wk, after school, Winter
20) CHAMPS -Youth Team Handball Program	20) Teacher-coach leads program of health & interpersonal skill development	20)Large group (20:1)	20) 2pds/wk, after school, Fall
21) CHAMPS –Boys’ Baseball Program	21) Teacher-coach leads program of health & interpersonal skill development	21)Large group (20:1)	21) 2pds/wk, after school, Spring
22) CHAMPS – Girls’ Softball Program	22) Teacher-coach leads program of health & interpersonal skill development	22) Large group (20:1)	22) 2pds/wk, after school, Spring
23) CHAMPS – Youth Fitness Club Program	23) Teacher-coach leads program of health & interpersonal skill development	23) Large group (15:1)	23) 2pds/wk, during lunch, Winter
24) CHILL: Snowboarding	24) Students develop personal growth skills through challenging sports	24)Small group (5:1:1)	24) 1 evening/week, 6 wks, Winter
25) NYRRC: Young Runners Program	25) Health and interpersonal skill development for all levels	25)Small group (20:3) inc.6/7/8 *also, grade 6 presentation from	25) 6pds/wk, after school, Fall & Spring

26) Morning Basketball	26) Teacher-coach leads program of health & interpersonal skill development	organization 26) Large group (25:1) (*w.MS821, 40:2)	26) 5pds/wk, before school
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, national conferences, colleges, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plans (plans ?) that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) (2007 ?) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. 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, through the Leader in Me during the first parent/teacher conferences to improve the academic quality of our school. The findings of the evaluation along with 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 School 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 and translation units 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 Leader in Me Symposium event;
- 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; (WHAT?)
- 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
2012-13**

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 Gerard Beirne	District 15	Borough Brooklyn	School Number 136
School Name Charles O. Dewey Middle School 136			

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

Principal Eric Sackler	Assistant Principal Sarah Monteleone/Humberto Perd
Coach Harriet Hoffman	Coach Megan Blase
ESL Teacher Lindsey Smith	Guidance Counselor Carmen Castro
Teacher/Subject Area Iris Reilly	Parent Cristina Caruso Pagan
Teacher/Subject Area Ana Jasch	Parent Coordinator Damaris Garcia
Related Service Provider type here	Other type here
Network Leader Gerard Beirne	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	464	Total Number of ELLs	220	ELLs as share of total student population (%)	47.41%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here the process for initial identification of those students who may be English language learners are as follows:

- At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a non-English speaking native new to New York City school system. Interviews are conducted in their native language as per the DOE Sife oral interview paperwork or through translators provided by the school, however, accompanied by Harriet Hoffman .

- After the HLIS is collected, Mrs. Hoffman determines that a language other than English is spoken in the child's home, looks up the RLAT and RESI for any testing history, administers a Language Assessment Battery- Revised (LAB-R) if the child is eligible, which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are the logged online using the W-SERS system.

- The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The parents of a child that scores below proficiency on the LAB-R are supplied with an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. Parents of a child that scores at or above proficiency are supplied with Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia and Mrs. Hoffman call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum.

- Participation in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys, we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional

Bilingual (in our school) or Dual Program to a Free Standing ESL Program. Therefore, the school has changed our programs to Free Standing ESL classes on each grade. At this time, they deem a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							57	59	55					171
Push-In							18	9	21					48
Total	0	0	0	0	0	0	75	68	76	0	0	0	0	219

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	219	Newcomers (ELLs receiving service 0-3 years)	126	Special Education	58
SIFE	17	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	26

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	109	16	17	30	1	37	22	0	4	161
Total	109	16	17	30	1	37	22	0	4	161

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

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							67	61	68					196
Chinese							5	3	4					12
Russian														0
Bengali														0
Urdu														0
Arabic							3	3	3					9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	75	68	76	0	0	0	0	219

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here Curriculum

There are 9 freestanding ESL classes. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified and are to be trained and are to use the SIOP model throughout the 2012-2013 school year. The teachers providing ESL services for our SIFE students is trained in second language acquisition theory, ESL and sheltered methods, has a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Several core teachers hold a QTEL and TOSEL certificate.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to CCLS for ELA state standards with ESL methodologies that include the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover NYS Stand Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units during common planning time based on formal and informal assessments of quarterly TC reading levels, RIGOR, Gates MacGinitie and an online curriculum creator called ATLAS to drive differentiated instruction in all content areas. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), ANCHOR reading workshop and TC reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content area instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Teacher's College framework to meet the demands of the NYS ELA exam. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, literary circles, portfolios and read alouds. Current research-based ESL strategies of SIOP and methodologies are used in the classrooms. Each teacher keeps a portfolio and an online data collection system through DataCation (Skedula), and Wiki Pages that contain reading and writing samples that are assessed periodically. This provides necessary language

A. Programming and Scheduling Information

developmental support to meet the individual student language proficiency levels.

For our SIFE students we utilize the following steps to ensure learning:

1. Activate prior knowledge. Once we know what prior information our students have, then we want to link the new information to what they already understand. Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, and anticipation guides.
2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.
3. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
4. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, we use the Frayer Model. The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis.
5. To ensure understanding, the teacher asks higher order questions by trying to avoid Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
6. The teacher stresses the importance of social skills that the student needs in order to interact productively with others. The teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups.
7. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday school). The SIFE student works on pre-reading, during reading, and post-reading strategies from current trends in literacy in both programs. Use of graphic organizers is very helpful to make learning visual and incorporate thinking skills, and can be done without any writing. Use reading logs and journals to incorporate reading and writing.
8. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol) and TCRWP (Teacher's College Reading and Writing Project). Start with the concrete (if applicable, then formally assess the student's reading level by using TCRWP) then build to the abstract. Try to relate material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.
9. The teacher tries to keep the students expectations realistic at the beginning of the year by creating student SMART goals. Then using this goal to drive expectations up as the student reaches them and keep them high enough that student will stretch to reach higher ones as the year goes on. The teacher directs the student on creation of the goal as to alliviate them to be too high that they give up. The teacher expects success from her students, supplies them with the necessary tools, remains optimistic, and offers to help as he needs it. We know that the child will gain the self-confidence to be successful.

Our special education classes are self contained. Many of the strategies that our used for our SIFE student is used with our IEP students that are ELLs as well. We have five ESL certified teachers and one ESL/SP ED certified teacher teaching the literacy component. We also have push-in and pull-out models for students in these classes as well. SETTTS students receive supplemental services during extended time Monday-Thursday for an extra 160 minutes. Students are also required to attend Saturdays for literacy enrichment to include support with reading and writing skills.

Supplemental programs for ELLs during the school week: Students receive 2 ½ hours per week for NLA/FL services where lesson are continuations of the ESL class. To address students who require extra help, Students are mandated to stay for an extra 160 minutes a week for our period 9 (extended day program). Period 9 includes literacy and math tutoring, as well as homework help and additional instructional support. Our LTEs will use the ANCHOR reading program as an extension to the RIGOR program for the newcomers/beginners for 5 hours and 30 minutes a week of reading intervention strategies and direct instruction targeting literacy deficits. RIGOR provides an ESL web-based individualized instructional solutions for language acquisition with reading and writing components that reach every student at his or her level. The activities address the updated Bloom's Taxonomy, as well as , the RTI model which

A. Programming and Scheduling Information

monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) in Mathematics and literacy support.

Starting in November, we offer a Saturday SES program for support in mathematics for our level beginner ELL students, which is in addition to the Title III Saturday program for ELL language acquisition. This program will also provide students with sports and arts. Emphasis is based upon life skills, social interactions and navigating the language of examinations.

The Supplemental program for ELLs on a Saturday starts in October. The primary focus of the Title III literacy Saturday program is to develop English literacy skills by increasing academic language and proficiency and also expanding on the themes and topics that are being developed in the classrooms. The teachers use instructional scaffolding incorporating the eight comprehensive strategies for ELLs. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers is an essential component of this program. The Literacy program uses research based ESL programs (Avenues, Amazing English, English is Fun) that offer standards based instruction with specialized strategies for Ell's. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. These programs offer differentiated instruction for students across the stages of language acquisition. This allows teachers to individualize more instruction and meet the needs of these students. The Saturday Morning Program is designed as described below:

- I. 4 teachers licensed in ESL will provide instruction to 60 ELL students in grades 6-8 who are new entrants or have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin in November and end in May.
- IV. Sessions will take place on Saturday Mornings from 8:30am – 12:30pm
- V. 20 sessions
- VI. 1 teacher licensed in ELA will provide instruction to non English speaking parents

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, Skedula, portfolios, teacher's observations and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator for content area tests.

Courses Taught in Languages Other than English ⓘ

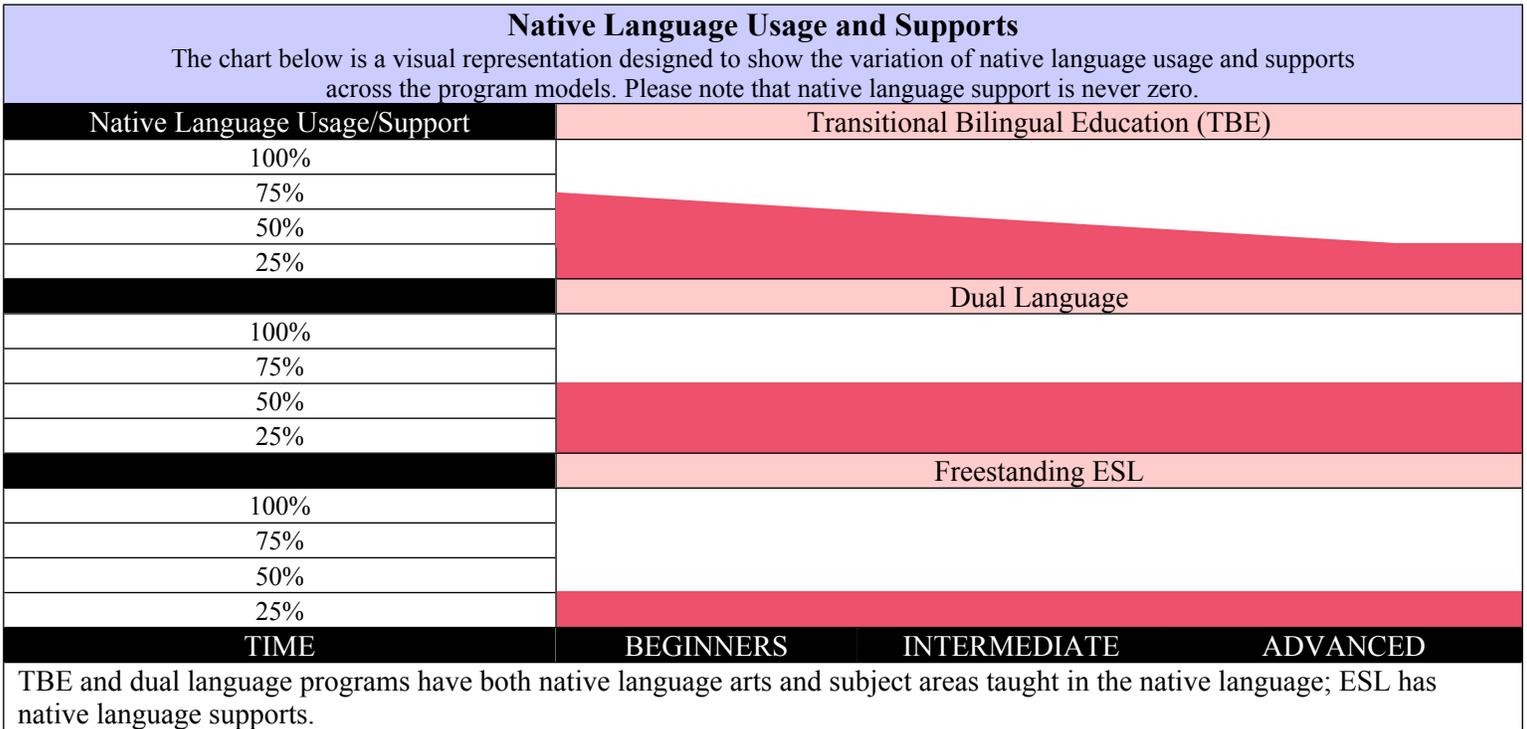
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here SAMPLE STUDENT SCHEDULE 2012-2013

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____15_____ School Building: _____136_____

CLASS: 811	Monday	Tuesday	Wednesday	Thursday	Friday
HR: Lindsey Hutcherson Rm 201					
PERIOD 1	Sci rm213	Soc rm207	ESL rm201	Soc rm207	GYM
PERIOD 2	Sci rm 213	Math rm114	ESL rm 201	Tech rm107	Math rm114
PERIOD 3	Sci rm213	Sci rm213	Sci rm 213	ESL rm 201	Math rm114
PERIOD 4	Soc rm207	Sci rm213	NLA rm203	NLA rm 203	NLA rm 203
PERIOD 5	L	U	N	C	H
PERIOD 6	ESL rm 201	ESL rm 201	Math rm114	Math rm114	Soc rm207
PERIOD 7	ESL rm201	ESL rm 201	Math rm 114	Math rm114	ESL rm201
PERIOD 8	Math rm114	GYM	Soc rm 207	Ais rm 114	ESL rm201
Period 9	ETS	ETS	ETS	ETS	

All classes are heterogeneous [mixed proficiency], however, this year we are homogenously mixing our newcomer/beginner classes to drive instruction on the 7th and 8th grade only. We will baseline assess them using RIGOR and then cross grade group the classes as per their levels. In our self-contained classes ESL and SETSS services are provided in a push-in, pull-out, ICT environment that is an organic process which changes based on the students response to that model or IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The 6th grade is self-contained for core content areas except for science. The core content instruction is in 90 minute blocks for ELA and Math using the TC workshop model. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. Standard based lessons are consistently adapted to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers create their lessons and units based on data from TC, Gates Mac

Ginitie, RIGOR and portfolio assessments to drive differentiated instruction. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), and ANCHOR reading workshop. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content are instruction. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Common core Learning Standards and Teacher's College framework to meet the demands of the NYS ELA exam. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, portfolios, literary circles, and read alouds. Current research-based ESL strategies, methodologies and SIOP are used in the classrooms. Each teacher keeps a portfolio and data-folio on Skedula that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

Targeted Intervention

Literacy:

- For the pull-out model an ESL teacher works with ELL students that are not currently sitting in a free standing class to ensure that they receive the hours needed for ESL services. The teacher tracks student progress (calls in mandated hours of service if needed) and articulates with other ESL teachers, ELL coordinator, the Literacy coach and the classroom teachers of the child.
- After-School and Saturday programs in literacy and mathematics target level 1 and 2 students. They work in groups no larger than 15 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use supplemental materials and manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in an on-site ELL Saturday program, which provides extra enrichment in preparation for the NYSESLAT exam and extended ESL services after-school. Portable translation device if needed.
- Upon reaching the proficiency level, students are then transitioned into a mainstream general education class but are still provided two years of continued ESL services with testing modifications.
- Content area teachers allow glossaries, thesaurus.com, dictionary.com and translators for ELL students while instruction is being given and for formal testing to ensure that services are provided. This will help to reinforce fluency and ensure student learning.
- Freestanding ELLs keep journals and portfolios in ELA/ESL to further drive instruction.
- Differentiated instruction is in all Freestanding classrooms with supplemental materials. For example: Leap frog for listening, Brainpop for visual and listening, book clubs for reading, visions for comprehension and fluency, RIGOR for site and transition word development, shared text for fluency, Passwords for direct vocabulary instruction, stamina and guided lesson on reading/writing with the teacher.
- Students who have scored proficient on the NYSESLAT exam are still given two years of ESL services in extended day, including, but not limited to testing accommodations.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, ARIS reports, 2010-2011 data folios, Gates Macginitie, NYSESLAT, ELA Exam and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Implement RIGOR technology based programs to support language development for our newcomers. Submission of ANCHOR reading workshop technology based program grant to support language development for our long term ELLs.

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an intricate part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group. All staff members participate in weekly professional learning communities (using portfolios, Skedula, ATLAS review of student work process, SIOP and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold ongoing PD for the whole staff on the SIOP model to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with Literacy Coach and the ELL Coordinator across all grade levels and content areas.

Several teachers in all content areas have attended professional development through the NYC Office of ELLs. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

E. Parental Involvement

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

Paste response to questions 1-4 here Middle School 136 has a wide range of parental involvement activities. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, anecdotal notes and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
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- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training sessions when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

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)							27	22	19					68
Intermediate(I)							19	17	30					66
Advanced (A)							29	29	27					85
Total	0	0	0	0	0	0	75	68	76	0	0	0	0	219

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	6	2				
	I							4	9	8				
	A							31	28	20				
	P							17	13	38				
READING/ WRITING	B							9	8	11				
	I							19	16	30				
	A							29	23	27				
	P							1	9	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	16	0	0	54
7	34	16	1	0	51
8	26	32	0	0	58
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	12	15	14	4	4	0	1	58
7	6	12	13	21	1	2	1	1	57
8	9	10	27	19	3	1	0	1	70
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)								
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.

Paste response to questions 1-6 here [review and Revision of Language Allocation Policy](#)

The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data will be reviewed at least twice during the school year (in September when NYSESLAT Data is available and in July when ELA-Reading data is available). The Language Allocation Team will include the Academic Intervention Specialist, the Reading Coach, the principal or his/her designee, ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher and a literacy teacher. Through our data findings, administration has created two separate professional learning communities to focus on specific data relevant to different ELL groups. We currently have one inquiry professional learning communities focused on ELL leaning. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers and a NLA/FL teacher. The focus lens from 2011-2012 school year was on delivery of instruction for the 6th grade ELL students in order to prevent them from becoming LTEs. The group was successful but would like to roll up with this target population to track them further. The group's focus lens for 2012-2013 is on three actions group that came out of our 6th grade target population from the 2011-2012 school year. The group is looking at our target group as the newcomer/beginner group that receives RIGOR instruction, LTE group that receives ANCHOR reading workshop and the F-ELL that are mainstreamed in ELA classes with test modifications. This PLC turn keys their findings with each other, administration and the staff to further drive academic achievement of our ELLs.

Data from 2011-2012, on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present in our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those that are not proficient in their native language. The advanced ELLs that are approaching the LTE level reach a plateau on the NYSELAT. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSELAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2012 data, we have found that students who normally perform low in reading in writing excelled because of the focus lens on questioning techniques, sample wrtings in all content areas and delivery of instruction. This problem was present in 7th and 8th more than 6th, which resulted in hold overs on NYS ELA and/or Math for the advanced or LTE ELLs. All Ells currently performed low

when it came to listening and speaking on the NYSESLAT. The focus is to continue to drive writing and vocabulary across all content areas with a focus on listening and speaking in ESL classes.

Additional Information

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

Paste additional information here We are unable to access the NYS ELA scores on Acuity for incoming 6th graders because they were not a part of our 2011-2012 testing population. Therefore, it made it difficult to ensure proper placement across the grade for an ESL class based purely on NYSESLAT and ELA level alone. Beginning of the year TCWRP allows the school to use all three forms of data to place the student properly. Many students are shifted during the first month of school due to online systems not have accessible or incorrect data (ie. SESIS, ARIS, ATS, Acuity, Cap, etc.).

We have also found that the data from the ELL periodic is not a true indication of how the ELLs will perform on the NYSESLAT because there is no writing component. Through our data collection, we have found that our ELL population are the weakest on inferencing, research and data collection as per the NYS ELA strands.

Part VI: LAP Assurances

School Name: <u>M.S.136</u>		School DBN: <u>15K136</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Sackler	Principal		1/9/13
Sarah Monteleone	Assistant Principal		1/9/13
Damaris Garcia	Parent Coordinator		1/9/13
Lindsey Smith	ESL Teacher		1/9/13
Cristina Caruso Pagan	Parent		1/9/13
Iris Reilly	Teacher/Subject Area		1/9/13
Ana Jasch	Teacher/Subject Area		1/9/13
Harriet Hoffman/ESL	Coach		1/9/13
Megan Blasé/ELA	Coach		1/9/13
Carmen Castro	Guidance Counselor		1/9/13
Gerard Beirne	Network Leader		1/9/13
	Other		1/1/01
	Other		1/1/01

School Name: M.S.136

School DBN: 15K136

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 15k136 School Name: Charles O. Dewey

Cluster: CEI-PEA Network: 536

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.

Our school retrieves data from the HILS and Emergency Contact Card to determine the language parent prefers to be contacted. Methodologies used: Translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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

The school has several issues with using outside sources to translate school created memos, progress reports or celebration documents in Arabic and Chinese because we are unable to find a certified DOE staff member that speaks either language for oral interpretation and written documents. When we use online sources for either translation the words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. As some words are untranslatable when one wishes to remain in the same grammatical category or sentence structure. The variety of online and phone services that we use also scramble the grammatical meanings much like Googletranslate. Therefore causing confusion on the parent or communities end. Also that the computer systems (DataCation, ARIS, ACUITY, etc) are only available in English. The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with future translation services.

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.

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.

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>.



2012-13 Comprehensive Education Plan (CEP)

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: Middle School 136	DBN: 15K136
Cluster Leader: Aaron Perez	Network Leader: Gerard K.Beirne
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

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: The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). Our purpose is to increase the achievement of newcomers in order to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of Freestanding ESL students. We currently have 93% Hispanic, 5% Chinese and 2% Arabic. We choose our potential students based on data analysis from the ELL periodic assessment, teacher assessment, findings from the 6th Grade ELL Inquiry group and RLAT report. Upon reviewing the data we found that the LTEs in our program, achieve a score of a level 1 on NYS ELA exam. In disseminating the NYSESLAT modalities, we've noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions are weak. Through further analysis of the NYSESLAT, we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

The primary focus of the Title III literacy Saturday program will be the development of English literacy skills by increasing academic language and proficiency by expanding on the themes and topics that are being developed in the classrooms. Teachers will use sheltered English strategies in order to assure the acquisition of English. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers will be an essential component of this program. The Literacy program will use research based ESL programs (Avenues, Amazing English, English is Fun, Vocabulary Connections)) that offer standards based instruction with specialized strategies for ELL's and Attanasio's Getting Ready for the NYSESLAT , will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. We strive to have our classroom and Saturday program libraries rich in multicultural materials that consider the family, cultural and language background of our students. These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, student goal setting, one-on one conferencing with students, project evaluation, teacher's observations and a post test. In addition to purchasing English is Fun, Vocabulary Connections, Amazing English, Rosetta Stone software and general supplies such as books, pencils, paper, folders, etc. will be purchased to support the program. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect

Part B: Direct Instruction Supplemental Program Information

on English language acquisition.

The Saturday Morning Program is designed as described below:

- I. 4 teachers licensed in ESL will provide instruction to 60 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin on December 1, 2012 and end on May 11, 2013.

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: We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, ARIS reports, 2011-2012 data folios, Gates Macginitie, NYSESLAT, ELA Exam and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Implement RIGOR technology based programs to support language development for our newcomers. Submission of ANCHOR reading workshop technology based program grant to support language development for our long term ELLs.

Mathematics:

Teachers will participate in professional development that focuses on

Part C: Professional Development

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an intricate part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group. All staff members participate in weekly professional learning communities (using portfolios, Skedula, ATLAS review of student work process, SIOP and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold ongoing PD for the whole staff on the SIOP model to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with Literacy Coach and the ELL Coordinator across all grade levels and content areas.

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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: Middle School 136 has a wide range of parental involvement activities. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school

Part D: Parental Engagement Activities

officials and teachers at least twice a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

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- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents

Part D: Parental Engagement Activities

through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		