



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MIDDLE SCHOOL 322

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M322

PRINCIPAL: ERICA ZIGELMAN

EMAIL: EZIGELMAN @SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

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
Erica Zigelman	*Principal or Designee	
Crystal Washington	*UFT Chapter Leader or Designee	
Maritza Quezada	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Migdalia Torres	CBO Representative, if applicable	
Naomi Rothstein	Member/Teacher	
Dennis Ryan	Member/Teacher	
David Keck	Member/Teacher	
Elsa Pena	Member/Parent	
Alejandro Trinidad	Member/Parent	
Adrianna Feliciano	Member/	
Nilma Baez	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.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Learning Point Associates provided three recommendations as a result of our most recent External School Curriculum Audit. The second of these “Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment” is relevant here. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 14)

Tenet 2 SCHOOL LEADERSHIP 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.

 X 2.3 Systems and structures for school development _____

Annual Goal #1

- Through a clear and focused vision, the principal will implement a plan of action that improves the progress and performance of all learners.

Instructional strategies/activities

Our principal’s recent experience with The Wallace Foundation’s convening of exemplary principals has brought a new philosophy to Middle School 322. The five exhaustively researched principles articulated by the Wallace Foundation in the *Wallace Perspective* report (The Wallace Foundation, 2012) include 1. Shaping a vision of academic success for all students, one based on high standards; 2. Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; 3. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision; 4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and 5. Managing people, data and processes to foster school improvement.

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:

- iZone initiatives include small, flexible groups in English Language Arts (including English Second Language groups) in grades 7 and 8, Transitional Bilingual Education (where language acquisition based groups include students of multiple grades).
- iLearn learning platform with professional development to support blended learning schoolwide.
- 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, and process so that all stakeholders are able to understand the needs of all students.
- Principal and Asst. Principal Professional Development (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
- 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, 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)
- Newsletters, calendars, website, distribution and displays of data (monthly, ongoing)
- Fall and Spring calendars for staff (September/February)
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- 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 and CFN support team.

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.

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

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, external consultants and partners (Teachers College Readers and Writers Project) and Aussie, 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:

- iZone flex funding for ongoing professional development
- Assistant principal coaching and revision of math curriculum to align to the common core
- 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 Recommendation

- We address two ESCA recommendations here:
 2. Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 14)
 3. Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content knowledge. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 20)

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

Annual Goal #2

- Design and implement an engaging, rigorous and coherent curriculum for a variety of learners that is aligned to Common Core Learning Standards.

Instructional Strategies/activities

The Common Core Learning 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 Learning 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 formative and summative common assessments including performance assessment tasks

At the foundation of 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 CCLS rubrics, and unit planning.

Teachers College Reading and Writing Project curriculum, including associated consultants and professional development
Staff development exploring researched based classroom routines designed to increase depth of thinking from *Making Thinking Visible* (Ritchhart, Church, Morrison, 2011)

The strategies and activities will be implemented via departmental common planning as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Planning teams engage in Looking at Student Work

(LASW) protocols. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with dual language students. This model is 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, coaches, data specialists, content specialists, departmental leads. External support staff including Network personnel and external consultants.

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

- Completion of lesson plans and units of study using CCLS 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 and off site calendar days at Teachers College and days provided by the Network)
- Completion of cycles of mini observations that reflect implementation of this work
- By June, 2013 completion of three informal observation cycles conducted by the administration through PD 360. By June 2013 all staff will have had a minimum of four informal observations aligned to a research based rubric (Danielson).
- By January 2013, we will have completed a minimum of twenty formal observations
- By June 2013, we will have completed a minimum of two formal observations for tenured teachers and three formal observations untenured teachers.
- Completion of Performance Tasks

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: 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

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 Recommendation

- ESCA Recommendation 2. Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 14)

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 _____

Annual Goal #3

- Adopt and implement a research based framework for teacher effectiveness

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 Learning Standards (CCLS).

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. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ 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).
- Preparing teaching in CCLS’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:

- By January, 2013 our Network will complete a full day instructional walk with the school leaders
- By January, 2013 completion of ----mini-observation cycles, By June 20-- # of mini observations will be completed
- By January 2013 Formal observations/ By June13 -formals observations
- 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)
 - a) -June through September: Analysis of state assessment data

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.

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 Recommendation

A coherent approach to the social and emotional development of our students is fundamental to our strategy for dealing with the first two recommendations of our 2011 ESCA:

- ESCA Recommendation 1. Develop and implement a schoolwide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs to which students are entitled rather than those activities that are privileges. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 8)
- ESCA Recommendation 2. Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 14)

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

Provide all students with social and emotional supports that meet their needs and ensures success in their academic performance and preparation for next steps in school and college.

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:

OR

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.

- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
- High school night, college night for families
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

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

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.

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.

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 #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 Recommendation

Parental engagement must be crucial to any attempt to address either of our the first two recommendations of our ESCA:

- ESCA Recommendation 1. Develop and implement a schoolwide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs to which students are entitled rather than those activities that are privileges. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 8)
- ESCA Recommendation 2. Initiate a schoolwide process for increasing student engagement *and creating a sustainable and supportive learning* environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills. (M.S. 322 FINAL REPORT, New York City Department of Education External School Curriculum Audit, August 2011, page 14)

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

Increase parent involvement and outline how parents will share responsibility for improved academic achievement

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/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 (workshops, breakfasts, evening events)
- Student recognition events (January and June)

a) Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data

specialist, guidance staff, community supports and our network support.

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.

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)	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	<ul style="list-style-type: none"> Direct skills instruction by certified teachers (supported by New York Ready instructional material recommended by TCRWP consultant). Widespread use of blended learning through iLearnNYC (allowing greater “personalization”) 	<ul style="list-style-type: none"> Modified schedule, allowing smaller classes and flexible, needs-based groupings. Mixed-grade TBE ELL groupings by language acquisition level with co-teachers to support higher needs students. Sixteen days of small group instruction in “Saturday Academy” small group instruction (9am-12pm 90 minutes ELA instruction). Three days of small group instruction during March Recess (9am-12pm, 105 minutes ELA instruction). After School small group intervention (3:15-5:15pm, 60 minutes ELA instruction). 	<ul style="list-style-type: none"> Sixteen Saturdays 9am-12pm (90 minutes ELA instruction). Three days during March Recess (9am-12pm, 105 minutes ELA instruction). After school (3:15-5:15pm, 60 minutes ELA instruction). During school (within modified ELA schedule, allowing smaller classes and flexible, needs-based groupings).
Mathematics	Direct skills instruction by certified teachers (supported by New York Ready instructional material).	<ul style="list-style-type: none"> Small-Group, pull-out RTI with highest needs students. Sixteen days of small group instruction in “Saturday Academy” small group instruction (9am-12pm 90 minutes ELA instruction). Three days of small group instruction during March Recess (9am-12pm, 105 minutes ELA instruction). After School small group intervention (3:15-5:15pm, 60 minutes ELA instruction). 	<ul style="list-style-type: none"> Sixteen Saturdays 9am-12pm (90 minutes math instruction). Three days during March Recess (9am-12pm, 105 minutes math instruction). After school (3:15-5:15pm, 60 minutes math instruction).

Science	Literacy strategies such as graphic organizers intended to increase transfer of skills will be shared on a continuous basis.	Cross-curricular collaboration with ELA will focus on comprehension and writing skills for this content area. Literacy strategies such as graphic organizers will be utilized on a continuous basis.	During the school day.
Social Studies	Literacy strategies such as graphic organizers will be shared on a continuous basis.	Cross-curricular collaboration with ELA will focus on comprehension and writing skills for this content area. Literacy strategies such as graphic organizers will be utilized on a continuous basis.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling service provided by qualified professionals through the Children's Aid Society.	Through our weekly PPT meetings, we identify groups of at-risk students who will receive counseling services in collaboration with the Children's Aid Society.	During the school day.

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, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plants 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) 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) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado	District 06	Borough Manhattan	School Number 322
School Name Middle School 322			

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

Principal Erica Ziegelman	Assistant Principal Guillermina Montano
Coach David Keck/ELA	Coach Jenny Figaro
ESL Teacher Lisa Rotterdamn/ESL	Guidance Counselor Elizabeth Johnson
Teacher/Subject Area Vernoika Kiss/ESL	Parent Ana Mendez
Teacher/Subject Area type here	Parent Coordinator Esmeralda Pelaez
Related Service Provider Donna Karasik	Other Freddy Bude
Network Leader Benjamin Soccodato	Other Boris Consuegra

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1

Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	464	Total Number of ELLs	196	ELLs as share of total student population (%)	42.24%
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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. Identification of prospective ELLs begins with the registration process. At enrollment, the Home Language Identification Survey (HLIS) is administered by the ELL Coordinator to determine LAB/LAB-R eligibility. If the home language is determined to be other than English or if the student's native language is other than English, an informal oral interview in the student's native language is administered by the ELL Coordinator or a properly licensed ESL or bilingual pedagogue, with translation and interpretation support as necessary. If the student's home language is determined to be English or if the student's only language is English, the ELL identification process terminates at this point.

If the student speaks a language other than English and speaks little or no English, the student is scheduled to take the LAB-R (and Spanish LAB for students with a home language of Spanish). LAB-R and Spanish LAB (for students with a home language of Spanish) testing is administered within 10 days of initial enrollment, as scheduled by the ELL Coordinator in collaboration with administration.

Administration of the exams is done by our LAB Coordinator, a bilingually licensed pedagogue and school administrator. The tests are then hand-scored by the ELL Coordinator (same as above). If the student scores at or above proficiency on the LAB-R, the ELL identification process terminates and the student is programmed as

a general education student and a Non-Entitlement Letter is sent to the parent. If the student scores below proficiency on the LAB-R, the student is designated as an ELL and the home language is updated in ATS by the Pupil Accounting Secretary.

If the LAB-R hand-score indicates that a student is indeed an ELL student, parents are notified using the Entitlement Letter. The ELL Coordinator and Parent Coordinator then collaborate to ensure that parents come into the school in a timely manner to exercise the Parental Option, after an initial ELL Parent Orientation Session, in which parents are advised of the three program models offered in New York City, are shown the Orientation Video, and are provided with the ELL Parent Brochure in their native language and given the opportunity to complete the Parent Survey and Program Selection Form. After the Parent Survey and Program Selection Form has been completed, parents are advised of the program offerings at our school. In cases where the parent's first choice aligns with our program offerings and space is available, the student is placed according to parent choice. In cases in which the parent's preference is not available at our school, a Transfer Option is provided. In cases in which the parent does not complete and/or return the Parent Survey and Program Selection Form, students are automatically placed in bilingual programming, per CR Part 154. Student placement is once again verified for the parent using the Placement Letter. We honor and monitor parent choice using new ELPC screen on ATS.

Each subsequent year following initial enrollment, ELL students are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Each summer, upon receipt of the test results from the most recent NYSESLAT administration, results are analyzed to determine new student proficiency levels. Based on these results, parents are provided either with a Continued Entitlement Letter (for students who did not attain proficiency) based on the results of the most recent NYSESLAT administration or with a Non-Entitlement/Transition Letter (indicating that the student has scored proficient on the most recent NYSESLAT administration and is no longer designated an ELL student).

NYSESLAT eligibility is assessed using the RLER, RLAT and RNMR reports obtained from ATS (as well as to access quantitative data that will be used in our ELL instructional decision-making). Teachers receive professional development on the administration of test components. The ELL coordinator monitors the administration of each step, ensuring that all students complete all sections in a timely fashion, working with the school's testing coordinator to ensure that materials are correctly completed and submitted.

2. At The Renaissance Leadership Academy, a number of structures are in place to ensure that parents are advised of all three program choices for ELLs (Dual Language, Transitional Bilingual Education and ESL) available to them. At ELL Parent Orientation Sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection Form, prior to being advised of the options available at our school, to ensure that parent

choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parent's native language and all documentation is provided in the native language as well.

In the fall, two ELL Parent Orientation Sessions are held within the first 30 days of school. For these sessions, invitation letters are sent to parents, along with the Entitlement Letter sent to all newly identified ELL students. Supplemental parent outreach is a collaborative effort between the ELL Coordinator, Parent Coordinator and administration through phone calls and follow up correspondence made in the native language. Thereafter, ELL Parent Orientation Sessions are conducted on either an individualized basis at the time of enrollment or scheduled with the parent at the time of initial enrollment for within ten days of initial enrollment.

3-5. Entitlement Letters are provided to parents in-person at the ELL Parent Orientation sessions, after showing of the ELL Parent Orientation Video. Therefore, the majority of letters are returned before the parent leaves the building. In cases in which the parent chooses to take the letter home, the parent, ELL Coordinator and Parent Coordinator come up with an agreed upon return deadline prior to the parent leaving the building. If the parent fails to return the letter by the agreed upon deadline, the ELL Coordinator informs the Parent Coordinator who follows up with the parent by phone at regular intervals to ensure that the letter is returned. Copies of all entitlement letters are kept on file in the building by the ELL Coordinator.

Identified ELL students are placed in bilingual or ESL instructional programs based on parent choice for newly admitted ELL students and based on continuity of programming for continuing ELL students, except where the parent requests otherwise. For newly admitted students, parents are initially advised of all program model choices available to them in the city of New York at either a group or individual Parent Orientation Session in the native language, held within the first ten days of initial enrollment. At these sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with translated ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. Once parents are fully apprised of the choices available to them and capable of making a well-informed choice, parents are asked to complete the Parent Survey and Program Selection Form (prior to being advised of the options available at our school) to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parent's native language and all documentation is provided in the native language as well. Based on parent choice, the student is then placed in the appropriate class based on grade level, language proficiency level and availability.

6. After reviewing the Parent Survey and Selection forms for the past few years, we have found that over 90% parents of newly admitted ELL students are requesting Transitional Bilingual Education. However, in spite of concerted efforts to educate our parents on the importance of program continuity, we continue to find that

these same parents often later wish to opt their children out of TBE and into ESL, within their child's first three years as an ELL student. The programs offered at our school are well-aligned to parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							25	32	30					87
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							22	20	25					67
Push-In														0
Total	0	0	0	0	0	0	47	52	55	0	0	0	0	154

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	33
SIFE	46	ELLs receiving service 4-6 years	38	Long-Term (completed 6)	41

Number of ELLs by Subgroups

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	63	41	0	4	1		3	0	0	70
Dual Language										0
ESL	9	2	6	34	1	17	35	0	10	78
Total	72	43	6	38	2	17	38	0	10	148

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	24	24					70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>BU</u>							1							1
TOTAL	0	0	0	0	0	0	25	24	24	0	0	0	0	73

Dual Language (ELLs/EPs)
K-8
Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	13	21					41
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	13	21	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Literacy instruction in our bilingual program is team-taught by six staff members in a daily, ungraded triple period literacy block, serving our ninety highest-needs ELL students. Within this ninety, the sixty highest-needs

A. Programming and Scheduling Information

ELL students receive a daily triple period literacy block, using a station-based rotational model, with students homogeneously sub-grouped into tens based on data. Each day, students rotate through each of the following six stations: Teachers College Reading & Writing Project Reader's Workshop, Teachers College Reading & Writing Project Writer's Workshop, Guided Reading, Independent Reading, Computers (System44/Read180) and a final station involving NLA three days per week and RTI two days per week. These stations are collaboratively taught by a team of ESL/ELA/NLA teachers as follows: Reader's Workshop (ESL licensed teacher), Writer's Workshop (ESL licensed teacher), NLA (NLA licensed teacher), Guided Reading (ELA licensed teacher in collaboration with Reader's Workshop teacher), RTI (ESL licensed teacher).

2. Within this same ninety, the thirty highest-functioning ELLs (typically demonstrating Advanced or high Intermediate NYSESLAT Levels and beginning ELA exam score data), regardless of grade, go across the hall and also receive a daily triple period literacy block using a more traditional form of the TCRWP curriculum, adapted for ELLs. These students receive TCRWP-based Reader's and Writer's Workshop instruction daily, team-taught by one ELA and ESL-licensed faculty member. In addition, two-days a week, they also receive NLA instruction, totaling at least 180 minutes per week from an NLA licensed teacher.

Literacy instruction in our ESL program is taught during a daily, ungraded double-period literacy block. Similarly to our bilingual program, ELLs in ESL programming are divided up with the lowest-functioning sixty students receiving daily instruction using the TCRWP Readers and Writers Workshop curriculum, adapted for ELLs. Again, the thirty highest functioning of this group receive the same instruction with less scaffolding, a focus on transitioning into the mainstream ELA classroom and passing the NYSESLAT. All literacy teachers in our ESL program hold a license in ESL and also receive ongoing professional development and coaching from our TCRWP consultant, literacy coach and ELLs coach in appropriately adapting the TCRWP workshops to effectively meet the instructional needs of ELLs at all levels.

In both our bilingual and ESL programs, students are ungraded and receive literacy instruction differentiated, based on their current ability level in English. We have, however, worked hard to ensure that this would not come at the cost of undermining effective delivery of the appropriate grade-level material in content area classrooms. In both our bilingual and ESL programs, outside of the daily triple/double (respectively) literacy block, students break out into grade level cohorts ("blocks" which travel together to all content area classes) for content area instruction. In both our bilingual programs, students receive the same grade-appropriate content as their peers in all core subject areas. In our bilingual program, instruction in content area classes is governed first by CR Part 154 and the recommended NLA Usage/Support in TBE based on the level of the students.

3-4. While a wide variety of instructional scaffolds are used to ensure content mastery in the content area classroom for all of our ELL students day-to-day, several key instructional scaffolds, identified as having high investment return, are routinely expected supports across the content areas in all ELL content area classrooms: conceptual (versus procedural teaching), bilingual word walls, cognate walls, explicit instruction in bilingual dictionary/glossary use, visual supports, TPR, a daily language objective in addition to the content objective,

A. Programming and Scheduling Information

hands-on/project-based learning whenever possible, adapted text, bilingual classroom library materials consisting of trade books at varied reading levels, multi-media supports including Discovery United Streaming and Brain Pop instructional videos, etc. In our bilingual classes, in addition to the above-named scaffolds, the L1 is strategically used in all content area classes to facilitate content comprehension and mastery for all students, while the relevant English CALP for the content area is simultaneously taught, using an adapted form of the sandwich model (Dr. Sonia Soltero, Bilingual Programs Planning Grant Meeting, Office of English Language Learners).

Our ELL population is diverse and we have made strategic instructional adjustments both in the literacy classroom and across the content areas. Effectively addressing the needs of SIFE students begins with a careful look at the data. a. Teachers are trained to consider the SIFE flag in light of a student's current years of service. For newcomer students, SIFE status identification begins with the registration process, during the informal oral interview. If SIFE status is determined at this point or is suspected at some point hereafter, students are evaluated using the ALLD. If a student is determined to be SIFE based on the ALLD, instructional staff for the target student is notified and the ELL Coordinator ensures that the instructional team has the opportunity to develop a collaborative plan to address the instructional needs of these students. Additionally, SIFE students are targeted for NLA AIS to ensure that they are equipped to access the appropriate grade-level curriculum in the content areas in the L1. They are also given first priority when we sign-students up for literacy intervention using System44/Read180. SIFE students are also targeted for AIS in math, to ensure that students quickly develop the prerequisite skills needed for success in the grade-level classroom. The ELL Coordinator also collaborates with physical education, art, guidance and disciplinary staff to make them aware of the potentially unique needs of these students and to work with non-core-content staff in finding opportunities to effectively leverage opportunities within their respective areas to accelerate learning for this population.

b-c. We currently serve 72 ELL students in their first to third year of service. These students must leverage first language proficiencies across the content areas to accelerate English language acquisition and content mastery in the target language. To this end, the vast majority of these students receive a daily triple period literacy block, using the TCRWP Reader's and Writer's workshops to ensure content delivery in grade-appropriate. Access to content is supported through daily guided reading instruction and the use of computer-based interventions (System44/Read180) designed to accelerate literacy development for over-age students still working to master the foundations of English as well as a rich NLA curriculum that is fully integrated with our ESL program. Individualized support is also a cornerstone of our work with our newcomers ELLs, leveraging RTI and the conferring aspect of the TCRWP curriculum to provide students individualized feedback based on their unique needs.

In science, mathematics, and social studies newcomer ELLs (typically at Beginner NYSELAT levels) are supported in language learning daily language objectives, in addition to the content objective. Teachers are trained to support students with explicit instruction in the CALP they will need to speak, read and write in English in academic

A. Programming and Scheduling Information

contexts. These daily language objectives provide students with the ability to leverage resources within the classroom environment (process charts, word walls, cognate walls, sentence-starters, diverse, leveled classroom library materials) to begin independently synthesizing material to achieve increased levels of independence in self-expression over the course of the year. Core content subjects are taught by appropriately licensed teachers. Newcomers ELLs are never seen as an empty vessel to be filled. Students are always expected to and are given the opportunity to demonstrate content mastery regardless of language of instruction or production. The key to allowing our newcomer ELLs equitable access to the curriculum involves the use of strategies to allow varied entry and exit points to the same content, including: peer-work (turn'n'talk, group work), TPR, visual supports, extensive use of leveled trade books on the same topic, hands-on learning, graphic organizers, extensive modeling, differentiated product (where appropriate) and multi-media supports. In order to maximize opportunities for newcomer students to synthesize learning, both of content and language, a conceptual teaching approach in which student engage in project-based learning is encouraged, so that students have the opportunity to independently process in whichever language they are most comfortable while providing opportunities for students meaningfully express that understanding by leveraging the various tools they have been given. By creating a multi-lingually supportive learning environment and focusing on conceptual teaching, supported by explicit instruction in how to effectively use the wide range of strategies and supports available to them, our goal is to equip our newcomers ELLs with the meta-cognitive strategies they will need to take increased responsibility and ownership for their English language acquisition.

d. The Renaissance Leadership Academy serves an equally large number of continuing ELLs, in the fourth to sixth year of service. For these students, a careful review of the data is key to our ability to strategically target student needs as the move toward full proficiency. Over the past several years, we have observed (through the BESIS Extension process) that our continuing ELLs tend to struggle in two primary areas. At this point in their learning, these students tend to struggle most in two primary areas: writing and speaking. Though BICS have generally been mastered at this point, these students continue to struggle with CALP and especially with the ability to “speak, read, and write like mathematicians, scientists and historians” (as described in the Common Core Standards). Our continuing ELLs struggle not with the ability to comprehend in English (Reading and Listening), but with the ability to effectively leverage CALP in the expressive modalities in a context appropriate way. To that end, in academic year 2011–2012, we targeted our LTELL and at-risk LTELL (sixth year of service) ELLs, to identify and try out strategies to effectively reduce our LTELL numbers. This work produced a toolbox of strategies that guide instruction for our continuing ELLs. These strategies are those which begin to reduce the number of scaffolds that students will not have access to in the mainstream classroom, while increasing students’ repertoire of strategies for independently filling in comprehension gaps and making meaning on content. These include: explicit instruction in using dictionaries/glossaries, explicit instruction in the use of context clues, a daily language objective in addition to a content objective in across all content areas, involving students in looking a NYSESLAT modality breakdown data to set data-driven SMART goals, discovery/project-based learning, explicit instruction in making effective use of teacher feedback and understanding rubrics, consistently providing students with meaningful real-life applications of learning, and building engagement through coaching students to

A. Programming and Scheduling Information

consistently look for personal connections with learning, while continuing familiar supports such as word walls, cognate walls, and differentiated classroom libraries across all content areas to allow students to continue to independently synthesize various supports to produce increasingly sophisticated product with decreasing levels of teacher-directed scaffolding.

After reviewing the data, we have found that the key distinction, as students transition from newcomer status to continuing ELL status/LTELL status, is one of accountability not just for expression but for context appropriate academic expression. In partnership with our ELA Department Colleagues, we have focused heavily on helping these students move from BICS to CALP through two key initiatives: explicit instruction in accountable talk and regular monitoring for appropriate selection of “form, purpose and audience” when producing language, across all content areas. Moving from merely asking teachers to provide instruction in accountable talk protocols and providing opportunities for students to engage in accountable talk, this year we will dig deeper with this tool by offering ongoing professional development and coaching to better equip teachers to hold students accountable for accountable talk in real-time (i.e., effectively circulating during group work, direct quoting to the group at large during group work of positive things heard, a move away from recasting (based on research) and instead using strategic questioning such as, “Is that how a mathematician would say it?”), word-walls focusing equally on not only Tier III but also Tier II vocabulary. Similarly, we will begin to reach beyond the walls of the literacy classroom with the notion of “form, purpose and audience” – bringing these process charts into the content area classroom, and holding students accountable for appropriate register choices (moving from noticing in the receptive modalities to producing in the productive modalities) in the content areas, as we begin to integrate the vision of meaningful content area literacy instruction described in the Common Core Standards. This work will be supported in the context of vocabulary instruction through the use of Calderon’s 7-steps for vocabulary instruction and a focus on the integration of more Tier II (vis-à-vis Tier III) words on word walls in classrooms serving our continuing ELLs, especially where cognates are not readily available. Interestingly, our data shows that many of our continuing ELLs perform on a par (on State Assessments) with their mainstream counterparts, beginning in about the fifth years of service. And a majority of our highest performing students are in fact former ELLs, consistent with citywide data. It is our goal to approach instruction for our continuing ELLs in a way that will provide them with a strong foundation and the tools they need to continue this upward trend.

6-7 As with all sub-groups, instruction for our ELLs identified as having special needs or disabilities begins with a careful review of the data, including the most recent IEP. These students are carefully tracked, year-to-year to determine whether or not some factor outlined in the IEP may be the source of performance patterns. However, where language acquisition and literacy development are determined to be independent needs of the student, these students are targeted for intervention. While we do not offer bilingual special education services, we do offer ESL services for all IEP students whose IEP recommends them. We have found great success with our IEP population generally with the use of instructional technology. We have found that for many of our IEP ELLs access to individualized technology-based interventions (Read180) have been quite effective in accelerating literacy development and will continue to strategically target our IEP ELLs for access to these interventions in the coming year. We also found that our IEP ELLs greatly benefit from a supportive classroom environment. Environmental supports such as access to bilingual dictionaries and glossaries in the classroom, word walls, cognate walls and

A. Programming and Scheduling Information

explicit instruction in their use, varied entry and exit points, diverse trade-book-based, leveled classroom libraries both in literacy and the content areas, as well as an emphasis on hands-on learning, and scaffolds such as visual supports and TPR have been helpful in developing CALP for this population. We also use Universal Design instructional approaches such as the use of media, visual and audio supports and the use of scaffolding techniques such as highlighting text academic vocabulary and providing marginal notes. Many of these instructional strategies parallel best practices already used in ELL classrooms. To provide a least restrictive environment, we provide flexible scheduling and programming to allow students with disabilities to participate in more inclusive learning environments.

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:

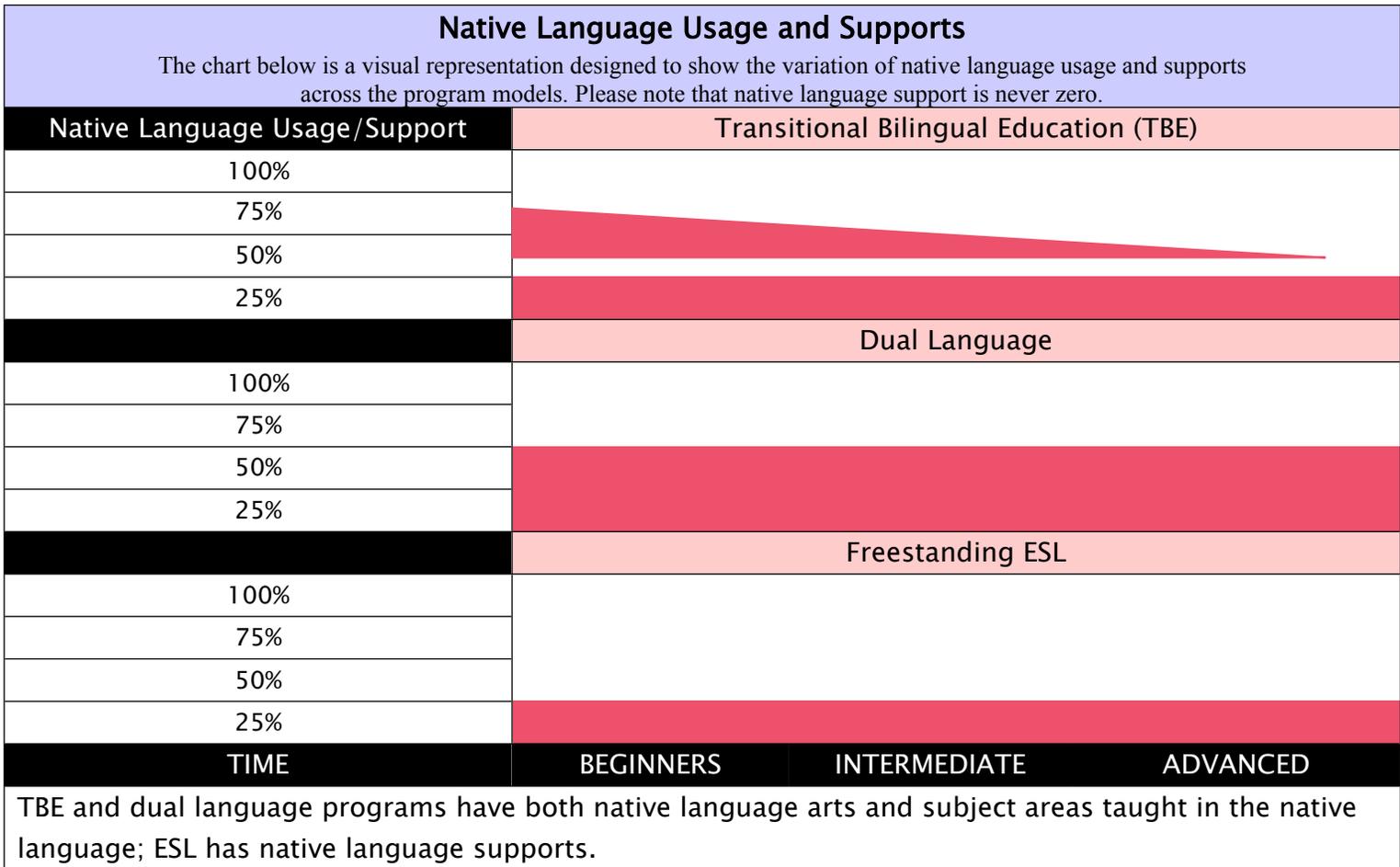
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	3			
Social Studies:	3			
Math:	3			
Science:	3			

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?

8. In addition to the various scaffolds built into daily instruction for ELLs, certain ELL students have been identified for targeted intervention based on the data. Based on last year's data and diagnostics administered early in the year in mathematics, we identified that a large number of our first-year ELLs and newcomer SIFE students have significant gaps in their background in math, causing them significant difficulty in accessing the grade-level curriculum. Therefore, we have set up two targeted interventions to address the needs of these students: AM Remedial Math Skills Program designed to address deficiencies in pre-requisite skills needed to access the grade-level math curricula in middle school, running from 7:30-8:10 AM daily. This program is open to all students, but ELLs have been group and receive instruction from one of the bilingually licensed math teachers. Additionally, newly admitted SIFE students with the greatest level of need in math, are also being targeted from small group AIS math instruction two days per week in their native language, to help accelerate mastery of the prerequisite skills needed to meaningfully access the grade-level curricula. The AIS math teacher, classroom math teacher and math coach are closely collaborating to triangulate teaching, learning and data on an ongoing basis to monitor progress for these students. In ELA/ESL, we have targeted our ELL students who did not meet standards on the 2011 ELA Exam and ELL students who will be taking the ELA Exam for the first time this year for AIS Intervention in ELA. Based on feedback from teachers and students last year and based on various data measures, we have found that pulling students out of class to receive AIS services too frequently undermines instruction and student achievement in the regular classroom. To address this and ensure that AIS remains relevant to what is going on in the classroom, we have shifted our ELA AIS to a model in which the AIS teacher works with the target group in the ELA classroom on the material actual being covered in class at that time. This means that our ELLs targeted for AIS in ELA receive targeted small-group instruction aligned to the classroom learning twice per week. In addition, ELLs identified as reading significantly below grade-level in both our ESL and bilingual programs receive targeted computer-based intervention using the System44 (40 licenses)/Read180 (120 licenses) programs, as part of the rotational model in our ELL literacy classrooms. As the year progresses, we also hope to target our LTELL and at-risk LTELL students with NYSESLAT test prep, content area enrichment programs in math and science for our grade eight ELLs and ELA test prep programs targeting our various ELL sub-populations.

9. A number of supports are provided for to ensure transitional support for two years to former ELLs after

having attained proficiency on the NYSESLAT. Ensuring proper supports are in place for these students begins with communication. All staff are provided with data sheets and training on the use of data to identify students in their classes who have attained proficiency on the NYSESLAT within the last three years, with modality pair breakdowns. Teachers are familiarized with LEP Testing Accommodations and receive training in preparing students to make effective use of these assessments on the state exams, by providing students with opportunities throughout the course of the year to practice making use of the testing modifications on in-class assessments and quarterly exams. Where space is available, we will continue to make participation in targeted intervention programs (i.e., Read180) and Title III programs (i.e., content area enrichment programs for grade eight ELLs) open to transitioning ELLs, where appropriate. Mainstream staff will receive training in empowering transitioning ELLs in the mainstream classroom to take on leadership position in the context of group-work through the use of environmental supports, such as word walls, cognate walls, continued access to bilingual dictionaries and glossaries in the classroom and instructional supports such as accountable talk protocols across the content areas, extensive collaboration and coordination between the ELL and ELA coaches, the use of daily language objectives in addition to content objectives in the mainstream as well as the ELL literacy classroom across the content areas and ongoing professional development and coaching for mainstream content area teachers on supporting literacy development and ELL scaffolds in the content area classroom.

10-11. The most significant change to our ELL programs this year involves the implementation of ungraded literacy instruction for our ELL students and the implementation of a daily triple-period (increased from double) for the ELLs in our bilingual program. This change has been motivated by the need for even greater amounts of literacy instruction in order make the ELA Exam accessible to our newcomer ELL students after only one year of instruction, by increasing instructional time, dramatically reducing class size and creating a structure in which ELLs can be effectively sub-grouped within both programs models to allow for program model continuity, while allowing students needs to be addressed in multiple ways (small-group, individual, in the L1, technology-assisted, independently, etc.), without producing unrealistic differentiation demands in the classroom. This innovation in our programming is the outgrowth of a decision made as we entered academic year 2011-2012 to drastically reduce the number of special programs for ELLs in the building (eliminating programs such as MyAccess, Achieve3000, Destination Math, etc.), after finding that running so many different curricula was actually undermining student achievement and the delivery of a coherent literacy program school wide. Based on last year's data, we found that reducing the number of different literacy curricula operating in the building improved student outcomes and teachers' ability to collaborate effectively. The new program integrates consistently identified best practices for ELLs in a single, differentiated program for all ELL students that is still consistent with the school's primary literacy curriculum (TCRWP), while allowing ELL teachers increased collaborative planning time and opportunities to offer effective, consistent differentiation aligned to the school wide literacy curriculum. As our new model more effectively supports our ability to encourage continuity of program model for bilingual (based on research) while still accommodating are very large newcomer population, any eighth graders among the top thirty students in our bilingual program will have the opportunity to sit for the Spanish FLPT Exam this year. Our eighth grade ESL students will also have the opportunity to sit for the Integrated Algebra Regents in June.

12. ELLs are afforded equal access to all school programs in our building. All aspects of these programs (i.e., informational flyers and letters) are always produced and distributed in both English and Spanish simultaneously.

Likewise, all after-school and supplemental programs available to our students, including after-school offerings from our onsite CBO Children's Aid Society, are designed and administered in ways designed to provide equal access to all students regardless of language background. Many programs are administered by bilingual staff and all staff receive ongoing professional development in making content comprehensible to ELLs, per Jose P. This training provides all staff members with ELL strategies that can be employed regardless of content – academic, athletic, creative or otherwise. After-school and supplemental programs currently offered in our building include:

- Basketball Team
- Dance Team
- After-School NYSESLAT Test Prep
- SES Program in Math
- SES Program in ELA
- After-School/Saturday Academies in Math and ELA
- Math & Science Service Learning Club
- Outdoor Leadership Club
- Math Test-Prep
- Science Test-Prep
- Tutoring for the Math Regents
- Tutoring for the Science Regents
- Mentoring for Adolescent Young Men
- After-School Spanish FLPT Test-Prep
- After-School Content Area Enrichment for 8th Grade ELLs in Science
- After-School Content Area Enrichment for 8th Grade ELLs Social Studies
- Mock Trial
- School Musical (TBD)
- Children's Aid Society After-School Program Offerings

Equitable access is a priority within the classroom as well. We are able to ensure equitable access to the curriculum for ELLs across all content areas through the use of carefully selected instructional materials designed to offer native language support and scaffolding through developmentally appropriate target language resources, and instructional technology, including:

Instructional Technology (Hardware & Software)

- Read180
- System 44
- United Streaming instructional videos
- BrainPop! instructional videos available in English and Spanish
- Document Cameras
- SmartBoards in every classroom
- listening stations
- laptops carts for classroom use of computer-based instructional resources

- internet-capable classroom computer in every classroom

13. Instructional Textbooks & Library Materials

- Leveled Libraries in all ELA, ESL, NLA classrooms (by genre, author/series, and level band)
- Leveled Trade Book Libraries in all Science & Social Studies classrooms of ELLs, aligned to the relevant grade-level Scope & Sequence
- TCRWP Curriculum and Running Record Assessment Materials in English and Spanish
- McDougal Littell Math Course Two Student Resources in Spanish book
- ClassZone.com (part of McDougall Littell Core Curriculum in Math)
- Una Nacion, Muchos Pueblos: Volumen Uno y Dos (Spanish Edition) (Hardcover) to support Newcomer and SIFE ELL students in accessing the 7th and 8th grade Social Studies curriculum
- Glencoe Science textbooks in English and Spanish
- Steck-Vaughn Student Vocabulary Journals and Picture Dictionaries
- In-House, Custom Made Instructional Materials and Adapted Texts Materials aligned to the independent and instructional reading level of students based on individual student reading level data from TCRWP Running Records

Supplemental, ESL Strategies, Differentiation & Professional Resources

- TPR
- visual supports
- process charts
- Word Walls
- Cognate Walls
- Varied & Flexible Grouping
- Adapted Text
- In-house cross-curricular units
- Graphic Organizers
- Blue (English) – Red (Spanish) Color Coding Systems
- Use of the “sandwich model” in bilingual content area classrooms (see Dr. Sonia Soltero)
- Math Manipulatives
- Conceptual teaching
- Workshop model lessons
- use of Core Knowledge Sequence Content Guidelines for K–8 as a guide to differentiation for teachers
- departmental study of Learning to Learn in a Second Language by Pauline Gibbons as a guide to language objective development
- departmental study of Literacy Instruction for English Language Learners by Cloud, Genesee and Hamayan as a guide to best practice for our newcomers ELLs
- project and inquiry-based learning in the content areas
- ongoing professional development by CEI-PEA ELLs consultant Rosa DelGado

- in-house ELLs coach/coordinator on staff, in addition to Literacy Coach

Regardless of program model (ESL and TBE), Native Language support is available and is never zero. For students in ESL programming, native language support is offered through:

- native language leveled trade books as part of classroom libraries across the content areas
- supplemental programs and targeted interventions with Spanish components (System 44)
- Title III programs offered by bilingual faculty members (After-School Enrichment Program for 8th Graders in Science and Social Studies)
- Use of L1 diagnostic tools (TCRWP Spanish Running Record Materials, Words Their Way Spelling Inventories in Spanish)
- Multi-media resources available in the L1 (Discovery Education Streaming, Brain Pop videos)

14. For students in bilingual programming, native language support is aligned to the Recommended Native Language Use Guidelines described in The LAP Handbook for ELL Programs. This year, as our bilingual classes serve primarily newcomer (1–3 years of service) ELLs, many of whom are SIFE and scored at the Beginner level or low-Intermediate level on the LAB-R or most recent NYSESLAT Exam, the ratio of English to Spanish begins at 90:10, with the goal of progressing to 50:50 or more by the end of the year, as dictated by student needs and determined by the ongoing data analysis and teacher input. Individual content teachers (fluent in Spanish) work to adjust the language of instruction as the year progresses. These ratios always include at least 180 minutes/week of Native Language Arts instruction and at least 360 minutes per week of ESL/ELA instruction, meeting CR 154 requirements for NLA and exceeding the minimum requirement for ESL. In the content areas, language balance is addressed in accordance with a universal language balance protocol piloted in academic year 2011–12 by the Bilingual Inquiry Team that is used in all bilingual classrooms, in all content areas school wide. The protocol is aligned to the Recommended Native Language Use Guidelines for TBE programs for middle school students of the proficiency level served in our TBE program this year. The protocol is based on the “sandwich model” (as described at the OELL bilingual programs planning grant summer sessions with Dr. Sonia Soltero) and involves strategic use of both English and the Native Language, with specific language use guidelines for each part of a workshop model-style lesson plan. The protocol is regularly reviewed and adapted to meet the changing needs of students. In addition, physical education and art are delivered in English to accelerate the development of BICS in a non-threatening environment.

15. Our delivery of mandated services for ELLs and the resources used in these programs are carefully selected to be developmentally appropriate based on students’ age and grade levels. Instruction is designed to ensure equitable access to the appropriate grade-level curriculum for all students. Practices in place to ensure equity include:

- use of the native language in all program models to enhance higher-level access to the curriculum
- use of leveled trade book libraries in content area classrooms to provide varied entry points to grade level content
- use of leveled libraries in all literacy classrooms based on the TCRWP curriculum (leveled by genre,

author/series, level–band)

- classrooms libraries featuring extensive use of hi–lo books (i.e., Bluford),
- instructional technology with smart differentiation features (System44, Read180, ELMOs, SmartBoards)
- use of materials specifically designed for over–age students needing to develop foundational literacy skills that feature content and subjects reflective of the age group being served (i.e., Read180 and System44)

16. In order to assist newly enrolled ELL students before the beginning of the school year, we offer a number of opportunities for students and parents to visit the school and have any questions they may have answered. These opportunities include: open–houses, new student orientations and parent orientations. For first time admits, ELL Parent Orientation Sessions are also conducted to advise parents of their program options in New York City, view the ELL Orientation Video, complete the HLIS and Parent Survey & Program Selection Form.

17. Ensuring that our ELL students receive the same robust opportunities to excel beyond the four core content areas will be an area of focus this year. Seeing our students not as empty vessels, we hope to give our ELL students an opportunity to leverage their existing skill sets to provide them with a advantage in completing the requirements for an advanced regents diploma, any grade eight ELL who is among our top thirty students in our bilingual program across grades will have the opportunity to take the Spanish FLPT exam this year. Our eighth grade ESL students will also have the opportunity to sit for the Integrated Algebra Regents in June.

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.

1) The Renaissance Leadership Academy Offers extensive, ongoing professional development for all ELL personnel at the school.

Our ELL professional development plan of academic year 2011–12 includes four components:

- offsite Teacher’s College Reading and Writing Project Professional Development (weekly)
- continued onsite professional development with consultants from TCRWP consultants (biweekly) and offsite consultant, Ilvia Osceola
- onsite ELL coaching by in-house ELL and Literacy Coach
- offsite PD provided by network (CEI-PEA) ELL Consultant, Luis Quan
- deans, teachers, and administrators receive offsite PD provided by Office of Department of English Language Learners

2. In order to support staff in assisting ELLs as they transition from elementary to middle school, we offer the following supports:

- use of advisory time to establish routines and procedures used at the middle school level
- training in school-wide discipline plan (PBIS)
- providing teachers with comprehensive student data on entering sixth graders by the end of the first week of school
- training to help students create individual SMART goals based on data

Likewise, as our 8th graders prepare for high school, staff is supported in assisting ELL students in making a smooth transition through:

- the use of advisory time in ELL classes for explicit instruction in effective use of the High School Directory, with a particular focus of identifying schools that are a good match based on individual student data and program offerings relevant to ELLs
- use of advisory time to assist 8th graders in developing SMART Goals aligned to their high school education and beyond
- familiarizing 8th grade students with their individual data profile and its role in the high school admissions process
- empowering ELL students to take on greater ownership of their education by familiarizing 8th grade ELL students with the meaning of their status as an ELL and its technical implications in high school (i.e., implications of the NYSESLAT proficiency level on their high school program, per CR154) and testing modifications to which they are entitled as ELL students
- parent workshops on Demystifying the High School Application Process, specifically targeting the needs of ELL students and their families
- collaboration between the 8th grade guidance counselor and ELL Coordinator in identifying high schools with program offerings well-aligned to individual student needs

- availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available
- availability of all school correspondence regarding all aspects of the middle to high school transition in the preferred language of both the student and parent(s)
- opportunities for students to gain high school credits in middle school through participation in the Regents Initiative in Math and Science
- opportunities students to take the Spanish FLPT Exam in the 8th grade
- field trips to high schools and colleges

3. All staff (including non-ELL teachers) receive the minimum 7.5 hours of ELL training as per Jose P. ELL training for all staff is conducted by the ELL Coordinator for 20 minutes at each monthly faculty meeting, leading to 3 hours of training in this format over the course of the year. Additionally, the ELL Coordinator ensures that non-teachers of ELLs (who are not part of the regular professional development plan for ELL personnel) participate in an additional 4.5 hours of professional development for ELLs over the course of the year, documented in coaching logs and/or through the completion of the in-house Professional Development Form for relevant offsite training.

E. Parental Involvement

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

1. Parents are involved at our school on many levels. As our school is 39.84% ELL at the time of writing and over 85% of students come from a home in which a language other than English is spoken, nearly all of our parents are or were at one time the parents of ELL students. Parents of ELL students participate in the following:

- Breakfast with the Principal
- ELL Parent Workshops
- High School Transition Workshops for ELL Parents
- Middle School Transition Workshops for ELL Parents
- Scholars/Progress Celebrations
- Publishing Parties (selected)
- Parent-Teacher Conferences
- School Leadership Team
- Field Trips (selected)
- Meet the Teacher Night
- PTO
- opportunities to participate in collaborative arts and service learning opportunities with students
- NYSESLAT Proficiency/Progress Award Ceremonies
- open-houses
- Parent Learning Walks with the Principal
- continuing education opportunities offered by our onsite CBO (Children's Aid Society)

2. In partnership with our onsite CBO (Children's Aid Society), we are thrilled to offer a wide range of workshops and services to parents of ELL students, including:

- parent workshops
- comprehensive medical, dental and mental health services for students
- a comprehensive after-school program
- adult continuing education classes, including ESL, GED and Computer Skills

The needs of parents are evaluated using both data and ongoing communication with parents. Parental needs are identified through:

- constant communication between the Parent Coordinator and parents
- school staff who are themselves parents and residents of the local community
- review of BESIS data, with a focus of the Parental Option
- review of Parent Survey & Selection Form data
- School Progress Report

- Learning Environment Survey
- School Quality Review
- comparative analysis of parent attendance data at various workshops and other involvement opportunities
- direct communication with parents via the SLT, PTO, and other parent involvement opportunities (i.e., Breakfast with the Principal)
- previous year's attendance data
- attendance data at Parent-Teacher Conferences & Meet The Teacher Night
- suspension data
- careful investigation and evaluation of parental requests that are not well aligned with research

3. Parent involvement activities are geared toward empowering parents as well-informed educational advocates and role models for their children and providing parents with positive and culturally and linguistically affirming opportunities to participate in their children's education. All parent involvement opportunities include translation and interpretation support. To this end, this year parent involvement activities designed to empower parents as well-informed educational advocates and role models will focus on:

- parent workshops facilitated by our parent coordinator and parent associate supporting literacy development at home
- use of ARIS Parent Link
- supporting psychological and cognitive development at home
- supporting character development at home
- cultivating healthy and research-supported conceptions of personal identity, with an emphasis on bilingualism, biculturalism and bi-literacy
- creating differentiated avenues for parents to provide input
- education for parents on state policies and procedures, with a focus on ELL mandates
- education on specific topics in which parent requests are not well aligned to research, with a focus on helping parents better understand pedagogical decision making from a theoretical perspective, with a focus on ELLs
- education on Second Language Acquisition

In addition to ceremonies recognizing achievement and progress already in place, parent involvement activities targeting ELLs will be geared toward providing parents with positive and culturally and linguistically affirming involvement opportunities, will focus on opportunities with the following characteristics:

- hands-on opportunities to collaborate in meaningful learning with the child
- low-linguistic demand activities
- consistent availability of supplemented by translation and interpretation support
- opportunities to for students to have a voice in what learning experiences they would like to share with their parents
- a focus on public service with a focus on the environment as a family (i.e., beautifying the school or local community with plants)

- a focus on hands on, inquiry-based learning in math and science (i.e., science experiments you can do at home)
- a focus on public service through the arts as a family (i.e., beautifying the school)
- a focus on limited time commitment and scheduling conducive to parent availability

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)							17	20	26					63
Intermediate(I)							13	17	16					46
Advanced (A)							33	27	19					79
Total	0	0	0	0	0	0	63	64	61	0	0	0	0	188

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	8	4				
	I							4	11	4				
	A							25	30	18				
	P							19	9	16				
READING/ WRITING	B							5	12	6				
	I							12	19	17				
	A							31	20	16				
	P							3	7	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	18	1		34
7	12	24	1		37

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	24		28		1				53
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	10	22	11	4	5	0	1	61
7	7	6	14	10	8	5	0	0	50
8	8	9	27	27	3	3	0	0	77
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	13	5	29	12	3	14	0	0	76
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	17	17	17	12				
Chinese Reading Test								

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

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

1. Middle School 322 uses TCRWP assessments to track the early literacy skills of our ELLs. TC Running Record assessments in English struggle to reflect the literacy levels of beginning ELLs; however, at higher reading levels students frequently demonstrate fluency far in advance of their comprehension (or their ability to articulate that comprehension). At higher level, students are frequently confronted with unknown second tier words. These words create confusion. Teachers across the school are integrating language objects into their lesson plans, posting content-relevant cognates and improving the efficacy of word walls to help meet these needs. A useful alternative to Running Records to explore the beginning skills of ELLs, TCRWP's Primary Spelling Inventory highlights the difficulties of most beginning ELLs in the more idiosyncratic features of written English (representing long vowel sounds, etc.).

2. English Language Arts performance follows the reading and writing modality pair in a predictable pattern. Students reaching proficiency in the Listening and Speaking modality score 2.35 on average, while students who have achieved proficiency in the Reading and Writing modality score 2.54 with similar differences appearing at the Advanced proficiency level. Students who have reached proficiency in listening and speaking outnumber those reaching proficiency in reading and writing nearly three to one. Greater support is clearly necessary.

On the most recent exam, years of service was only weakly correlated with improvement among English Language Learners. Changes in the exam may be putting the highest performance levels beyond reach of current ELLs. We saw, for example, an average performance rating of 2.00 among test takers with two years of service or fewer. This rose by only .086 points among those with three to four years of service to plateau between 2.276 and 2.365 with those receiving up to 10 years service.

3. We have restructured our instruction of English Language Learners to provide improved staff to student ratios, guided reading, and highly engaging computer mediated learning opportunities. This restructured station-based language blocks are intended to help break through these barriers. Administration and coaching staff is working hard to move our content area teachers to build literacy into their instruction in every class.

4. a. The majority of our ELLs scored Level 1 and Level 2 in mathematics, science, and social studies. The

performance of English Language Learners writing in their native language and in English was roughly evenly divided at each level. Students made both choices and had equal success. Two marked exception occurred. In both cases, there was an advantage to writing in the native language. Among students scoring a level two in mathematics, twice as many attempted to write in English than in their native language. In science, 14 of 17 students reaching Level 3 chose to use their native language.

4. b & c. 2011–2012 is our first year working with the ELL Periodic Assessment. NYSESLAT performance has been included among our PPR and CEP goals for this year. An inquiry team has been established to track progress in this area, so we are eager to acquire better diagnostic information and hope to see improved performance.

5. NA

6. This year we will evaluate the success of our ELL programs in two different ways. First, we will look for our students to make strong progress through the NYSESLAT scale score ranges toward reaching proficiency in a timely fashion. Second, we will examine the ELA scores of this important subgroup. Ours is a school of English Language Learners in a neighborhood of English language learners. We feel that our efforts in this area will have ramifications in every area of the school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Middles School 322

School DBN: 06M322

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Ziegelman	Principal		11/15/11
Boris Consuegra	Assistant Principal		11/15/11
Esmeralda Pelaez	Parent Coordinator		11/15/11
Lisa Rotterdam	ESL Teacher		11/15/11

School Name: Middles School 322

School DBN: 06M322

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Mendez	Parent		11/15/11
Vernoka Kiss/ESL	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		1/1/01
David Keck	Coach		11/15/11
Jenny Figaro	Coach		11/15/11
Elizabeth Johnson	Guidance Counselor		11/15/11
Ben Soccodato	Network Leader		11/15/11
Guillermina Montano	Other <u>Assistant Principal</u>		11/15/11
Donna Karasik	Other <u>Related Services</u>		11/15/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 06M322 School Name: Middle School 322

Cluster: 5 Network: 532

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.

Based on our home language surveys, we identified Spanish as the primary language in the majority of our student's homes. Using this information, all communications sent home are sent in two languages; English and Spanish. A monthly calendar provides families with important dates and information about our school in both languages. In addition, we have identified numerous homes where English is not spoken. We have taken a proactive approach to make sure that all communications reach the homes of these parents.

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

The data we collected was reported to the community at parent information nights, PTA meetings, Open School Night and other parent meetings (i.e. Breakfast With The Principal). Translators are available at every parent gathering and questions are fielded in both languages. Responses are translated for everyone's comprehension. Our parent coordinator, Esmeralda Pelaez is fluent in both English and Spanish. Our Community Assisant, Franklin Arteaga is the primary contact at MS 322 who is the first person any parent interacts with as they enter the main office.

Part B: Strategies and Activities

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

All letters to parents, pertinent flyers and calendars are translated by school staff. Before any material is sent home, the translation is reviewed by other staff members for correct grammatical foreign language use. All materials are prepared well in advance of their due date and translations are closely examined and reviewed. We have taken a proactive approach to make sure that all communications reach the homes of parents in their home language. All letters and calendars are backpacked home. Teachers have the students sign for all letters and calendars. In addition, using our poster enlarger, important notices are visible throughout the community; posted on the streets directly outside the school and with the building. Our online grade book JupiterGrades includes automatic translation of everything from grades to behavioral notes into Spanish (with clear Spanish category labels throughout). Our school website (<http://www.sites.google.com/site/M322main/home>) also includes simple automatic translation. And, finally, School Messenger's attendance alerts and general notifications are also communicated in both English and Spanish.

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

We are fortunate to have many teachers, administrators and members of our support staff who are fluently bilingual in English and Spanish. These staff members are frequently called upon to translate in a variety of situations from parent meetings to individual conferences. At larger community meetings, many staff members make themselves available to make sure that communications are clear. Questions and answers are repeated in both languages. At parent/teacher conferences and meetings of our SLT, we rely on the support of our close partnership with the Community Based Organization, the Children's Aid Society. They provide a team of translators for each parent conference day and the program director routinely sits in on our School Leadership Team to facilitate strong communication.

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>.

When translation is not readily available, a notice in the appropriate language or cover letter is attached to the front of any English document indicating to parents how they may request translation or interpretation of the document. We also provide translators throughout the day on site at school.

Translated signs and posters are available throughout the building. Bilingual glossaries are available in the main office as well as administrative areas.

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 322	DBN: 06322
Cluster Leader: 5	Network Leader: 532
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: In school
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: 7 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 2

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:

To meet the very diverse language needs of newcomers and long term ELLs in an educational environment with high expectations and in all three grades, we use two separate models of instruction each supported by Title III funds. Title III funds supplement these programs by allowing us to reduce effective class size during the school day.

Students in our bilingual program are scheduled for a daily three period block of language instruction every morning and are divided into three groups (Beginner, Intermediate, and Advanced) according to language acquisition regardless of grade level. Using numerous data sources (NYSESLAT scores, ELA scores, informal assessments, as well as focused discussions with the ELL team) these three groups of no more than 30 students are given intensive language instruction where lessons are guided by the Teachers College Reader's and Writer's Curriculum. Units are scaffolded and modified to meet the needs of each English Language Learner. The Beginner ESL class is equipped with a licensed ESL teacher as well as a Native Language Arts teacher who can provide necessary language supports. The Intermediate ESL class is equipped with a licensed ESL teacher as well as a licensed ELA teacher. The Advanced ESL groups is equipped with a licensed ESL teacher. All three groups receive additional push-in support from a licensed ESL teacher/ESL coordinator. Without Title III funds we would not be able to have push-in support, and only have 1 teacher present in each classroom. The number of staff members in this program allow for a smaller student to teacher ratio which allow the population to receive guided practice dedicated to their individual skills and needs. The title III funding for a 1:15 teacher/student ratio, which allows for personalized learning to meet varying student needs. Classroom libraries include large numbers of appropriately leveled texts in both Spanish and English. The three groups are flexible, allowing students to move from one level to the next based on student progress. Most of the teachers in the program are either bilingual or have enough knowledge of the native language to provide language support when necessary in an environment very encouraging of translanguaging that naturally takes place in the classroom, though English is the dominant language in the program.

ELLs not enrolled in our bilingual program either receive ELA from a licensed ESL teacher, or have a licensed ELA teacher and are given additional ESL push-in support from a licensed ESL teacher. The students who receive freestanding ESL are our long term ELLs or students who have transitioned out of the bilingual program. These students receive ESL in a classroom of 15-20 students. Without Title III funds the classes could have up to 30 students.

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: To ensure that teachers are conversant with the latest methodologies and that their work across the department is of a consistent standard, we have contracted an independent vendor Ilvia Osceola to provide ongoing targeted support to teachers working with English Language Learners. Dr. Osceola has worked with our school since its inception and meets with all teachers in bilingual and ESL classes. In addition to systematic classroom observations and individual feedback, she will provide model lessons demonstrating best practices. Teachers will receive professional development geared toward making content comprehensible as well as embedding translanguaging practices within class activities. She will also work with our math and science teachers focusing on ELL strategies for content teachers. Teachers of ELLs will also receive professional development from members of the CUNY instructional support team as part of the NYSIEB at no cost. In addition, network leader Luis Quan will be available for unit planning with the ELL teachers in order to align common core standards and scaffolded lessons that encourage translanguaging with The Teacher College Reading and Writing Project curriculum.

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: There have been a number of parent engagement activities this year at MS 322 and there will continue throughout the school year. During the month of September, Ilvia Osceola, external ELL consultant, conducted a 3 hour parent workshop where she modeled translanguaging instructional practices in the classroom and engaged parents through the practice of reading strategies that are used by teachers in our ELL classrooms. In October, 6th grade ELL parents and children attended an all day (9:00 a.m.-3:00 p.m.) workshop with "Computers for Youth", where they received instruction on computer basics and cyber safety and had the opportunity to take home a brand new desk top computer. Parents will use this additional computer resource to not only support with additional academic support, but also build home language literacy and foster English language acquisition. We plan on using state funds (at no cost to title III) for future parent engagement activities such as how to access and interpret our on-line grading system, and how to promote literacy at home.

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, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		