



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** MS 53

27Q053

**PRINCIPAL:** SHAWN RUX

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**SUPERINTENDENT:** MICHELLE LLOYD-BEY

**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
Shawn Rux	*Principal or Designee	
Mohammad Bility	*UFT Chapter Leader or Designee	
Serlina Murriell	*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> )	
	CBO Representative, if applicable	
Georgia Collins	Member/ Co-Chair	
Abena Johnson	Member/ Co-Chair	
Elizabeth Murphy	Member/ Teacher	
Eniale Beachem	Member/ Teacher	
Ryan Huguenin	Member/ Teacher	
Roberta Cassell	Member/ Parent	
Lena Omotosho	Member/ Parent	
Karen Hayes	Member/ Parent	
Tahriah Ingram	Member/ Parent	

Jennifer Rondon	Member/ Parent	
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\*\* 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**

- The school leader should evaluate the roles and responsibilities of key personnel to ensure that the administrative structure is effective and better equipped to meet the academic and social priorities of the school.

**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.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- The principal will implement a 2012-2013 plan of action that will improve the administrative structure of the school and demonstrate that all (100%) of key personnel have assigned duties and responsibilities and a review of their progress.

**Instructional strategies/activities**

- Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.
- Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:
  - Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
  - Identification and development of staff for shared leadership roles (meetings to determine roles/responsibilities, meetings/mid-year reviews)
  - 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. Principals weekly cabinet meetings (August thru June)
  - Monthly School Leadership Meetings (SLT) (September-June)
  - Newsletters, calendars, 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.
    - Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress:
  - A full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team
  - Review of our mid-year Compliance Review
  - In-house surveys
  - Review of teacher observations
  - Balanced budget
  - Inventory review
    - Meet with Assistant Principals during the month of February to review their duties and responsibilities.
    - By June 2013, we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

**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
  - SAPIS worker allocation
  - Supplies/Materials to support instruction

**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**

- Increase rigor in all content areas
- Develop curriculum and lesson plans implementing CCLS
- Increase student engagement and address the needs of all learners

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- To deepen and broaden the work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations. Specifically in literacy, Social Studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding.

**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
    - Undergirding this work will be the following activities:
  - The use of trends and historical data
  - The identification of subgroups and key data that informs planning for diverse learners
  - Curriculum mapping
  - Scope and sequence
  - The use of CCLS rubrics

--Unit planning

--Creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work

- Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include:

--Setting objectives and providing feedback

--Cooperative learning

--Higher order questioning

--Reinforcing effort

--Providing recognition

Experiential and constructivist learning principles will be the foundation of classroom instruction.

- The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.
- Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson , ARC, etc.
- Targets used to evaluate 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 Monthly Professional Development (including Saturday offerings)

--Completion of cycles of mini observations that reflect implementation of this work

--By March, 2013 our Network will complete a full day instructional walk with the school leaders

--By January, 2013 completion of two mini-observation cycles, By June 2013 four mini observations will be completed

--Formal observations

--Completion of Performance Tasks

--Benchmarks and targets that demonstrate increase in student progress and performance

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

#### **Budget and resource alignment**

- Indicate your school's Title I status:  **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
  - 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**

- School leader and assistant principals should support teachers to increase their knowledge of instructional strategies and monitor the implementation of instructional strategies through the routine classroom observation process.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- To adopt and implement a research based framework for teacher effectiveness that will be utilized by all classroom teachers that will demonstrate growth in the following areas of instruction: establishing a culture for learning, using questioning and discussion techniques, engaging students in learning, and managing student behavior.

#### **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 research based instructional strategies
  - 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 March, 2013 our Network will complete a full day instructional walk with the school leaders
- By January, 2013 completion of two mini-observation cycles, By June 2013 four mini observations will be completed
- Formal 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)
- 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**

- The school leader and staff should establish an academic environment that is welcoming and reflects a culture that values student work and achievement. The school leader, guidance and counseling staff, network staff, student support staff, etc, should develop innovative plans and incentives that are designed to improve student attendance.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June 2013, student attendance will increase by .10%.

**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:

- 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 visits
- 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

--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**

- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

**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.

<input type="checkbox"/> 6.2 Welcoming environment	<input type="checkbox"/> 6.4 Partnerships and responsibility
<input checked="" type="checkbox"/> 6.3 Reciprocal communication	<input type="checkbox"/> 6.5. Use of data and families

**Annual Goal #5**

- To increase parent attendance by 2% by June 2013.

**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)
  - 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)
- 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: P/F SWP**

**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	A to Z reading, Rosetta Stone, Achieve 3000, Read 180, Acuity lessons that are aligned to CCLS	Small group pull out and push in, after school tutoring, one on one instruction, Saturday Academy, and SASF	During the day, after school during extended day, Saturday Academy, After school program
Mathematics	VMath, VMathLive, Buckle Down Math, Acuity lessons that are aligned to CCLS.	Small group pull out and push in, after school tutoring, one on one instruction, Saturday Academy, and SASF	During the day, after school during extended day, Saturday Academy, After school program
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselors work with students to address topics of self-control, decision making, bullying, assertiveness training, self-care, healthy boundaries, establishing positive relationships	Small group pull out and push in, after school tutoring, one on one instruction, Saturday Academy, and SASF	During the day, after school during extended day, Saturday Academy, After school program

### **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 that they have the supports and strategies to grow professionally, 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 PSO,CEI-PEA. Mentoring is implemented as per teacher requirements.
- We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's *Framework for Teaching (2007)* as well as through student achievement and student work. Teachers are provided with timely and regular feedback to refine and improve their practice. Teachers self-assess on a regular basis and confer with school leaders.
- 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado/ Mae Fong</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>053</b>
School Name <b>Brian Piccolo Middle School</b>			

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

Principal <b>Shawn Rux</b>	Assistant Principal <b>Diane Ludvigsen</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Edward Doyle</b>	Guidance Counselor <b>Shana Pollack</b>
Teacher/Subject Area <b>Rochelle Barras (Literacy)</b>	Parent <b>Deanna Matthews</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>April Shiver</b>
Related Service Provider	Other <b>V. Jama/Teacher/ESL Consultant</b>
Network Leader <b>Mae Fong</b>	Other <b>Ferne Goldsmith/AP</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>35</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>475</b>	Total Number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>11.58%</b>
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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. A Home Language Identification Survey (HLIS) will be completed by parents/guardians of newly enrolled students at registration, only once in a student's academic career and an immediate determination of student's home language and eligibility for LAB-R testing is made. "Any one response to Question #1-4 and two responses to Questions #5-8 (include a language other than English) on the HLIS" results in an OTELE (Other Than English Language Exposure) code other than English. The home language will be determined by a designated school pedagogue\* assigned by the principal. The ESL Teacher/Coordinator (NYS permanently certified TESOL) will be assigned as the designated pedagogue who will conduct the interview with parent/guardian in Spanish/French Language. The pedagogue will make the OTELE determination and complete and sign off of the HLIS. The oral interview of the student's family will be conducted by the pedagogue at registration to assist and determine the home language. The interview will be conducted in a language that the parent/guardian understands. The HLIS will be completed and signed by the parent/guardian and the pedagogue. One copy of the HLIS form will be placed in the student's cumulative permanent record folder and one copy will be kept in the ESL binder in the main office for monitoring purposes.

\*designative bilingual pedagogue will conduct interview with parental choice in English, Spanish, French or other native Languages. If the student has a home language other than English, the English LAB-R will be administered only once in the student's career and within 10 days of the initial enrollment date. The administration of LAB-R to potential ELLs is required by city and state law. If it is determined that a student has a home language other than English, he/she will be placed in an appropriate setting (bilingual or ESL class) according to grade level (the LAB-R answer document will be hand scored at the school and will determine whether or not a student qualifies for ESL or Bilingual services.) The Spanish LAB will also be administered only once to first time enrollees who do not test out of the LAB-R and have a home language of Spanish.

All ELLs will be given the NYSESLAT as required every spring according to NYS Ed. Dept. policies. A certified pedagogue will give each part of this test. Names of licensed pedagogues at MS53 will be provided. All staff administering the NYSESLAT will be trained and will follow the current manual exactly. School staff will consult RLER and other reports to ensure that every eligible ELL student is tested. The four components (listening, speaking, reading and writing) will be administered separately and by grade bands; 5-6 and 7-8.

2. After executing their HILS and conducting the LAB-R testing, the ELL student's parent/guardian will be notified in writing of their child's status as an English Language Learner. The ELL Parental Notification Letters will be available in all necessary foreign languages. The parents/guardians of newly admitted ELL students will be invited to a Parent Orientation Meeting conducted by the ESL teacher (included will be other members of the LAP committee.) The Parent Survey and Selection Form will be completed by the parents/guardians following the orientation session, during which the parent/guardian is presented with program options available to ELLs in the City of New York. A copy of the survey and selection form (signed by the parent/guardian) will be placed in the student's permanent cumulative record folder and the other copy will be kept in the ESL binder in the main office for monitoring purposes. Based on the findings of the Home Language Survey, the newly admitted ELL students will be given the LAB-R.

All three programs (Transitional Bilingual Education, Dual Language and Freestanding ESL) are available district wide in other schools. Parents will be made aware of these options annually and as new families come to MS53 during the school year. Orientations will describe the options. We recommend that children stay in the selected program for the sake of continuity. Parent Choice letters

will be reviewed in September, December and February. Should a program option open, we will inform parents in writing.

3. The School Entitlement Letters are distributed by the ELL coordinator. It is based on the findings of the Home Language Survey. These letters are distributed to the newly admitted ELL students based on their recent LAB-R score. The Parent Survey and Selection forms are distributed at the Parent/Guardian Orientation Meetings for the newly admitted ELLs. After the ELL parents/guardians review the Parent Orientation Video, the parent/guardian will select one of three ELL programs of their choice (Transitional Bilingual Education, Dual Language, or Freestanding ESL).

Records are maintained in the ESL office/classroom as well as in pupils' files in the Main Office. Folders are kept for each grade level.

4. Criteria used to place identified ELL students in bilingual or ESL instructional programs are specific: ELL standardized tests, such as LAB-R, Spanish Lab, ELL Interim Assessments and the NYSESLAT. In addition to the ELL specific standardized tests are the content area based tests: the New York State ELA, New York State Math, and New York State Science. The identified ELLs will be placed in the appropriate ELL instructional program in consultation with the parent/guardian in their native language at a specific designated Parental Orientation Meeting. (The Parental Orientation Meeting will be conducted in English/Native Language.)

ELLs are placed in grade-level homerooms by heterogeneous grouping. This structure is supported by AP-led professional development in differentiation instruction.

Continued entitlement letters are available in files in relevant languages and kept in the ESL classroom/office.

5. After reviewing the Parental Survey and forms for the past few years, the most common trend in program choices that the parent/guardian has requested is the ESL Free Standing Program.

Parental Program Choice	2008-2009	2009-2010	2010-2011	2011-2012
Transitional Bilingual Education	1	1	0	0
Dual language	0	0	0	0
Freestanding ESL	8	7	5	6

Records, as shown above reveal that one parent in each previous year, chose Transitional Bilingual Education. This year, parents have chosen Freestanding ESL. Thus far, no parents have requested Dual Language Programs.

6. The program models offered at MS53 are aligned with the parent/guardian's request.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							3	3	4					10
<b>Total</b>	0	0	0	0	0	0	3	3	4	0	0	0	0	10

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

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	9
SIFE	21	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	19	3	17	2	5	4	0	1	55
<b>Total</b>	<b>34</b>	<b>19</b>	<b>3</b>	<b>17</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>55</b>

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

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

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

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
<b>TOTAL</b>	<b>0</b>													

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
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							19	15	18					52
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	2					3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>16</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

A. The organizational model used at MS53 is the Pull-Out Instructional model only.

B. Instruction is delivered in a variety of ways small group homogenous, and small group heterogeneous. (groupings are organized using

NYSESLAT Levels: beginner, immediate, advanced)

2. All identified ELLs receive the proper number of mandated minutes according to New York State Law through individual ELL

## A. Programming and Scheduling Information

student programming.

A. ESL minutes are provided through a variety of teaching ESL strategies and methodologies through the ESL pull-out model. As fulfillment of the Freestanding ESL model at MS53, ELL students at the beginning and Intermediate levels are instructed 360 minutes per week. Those advanced ELLs are instructed for 180 minutes per week in ESL. ELL students at the Advanced Level of proficiency also get 45 minutes per day of ELA instruction. The ELA instruction will prepare students for full proficiency.

3. The ELLs are heterogeneous grouped (class/grade) according to their Spring 2011 NYS ELA scores.

These classes consist of approximately 50% regular education and 50% ELL students. The languages used in the content area are English/Native Language using materials that are translated through technology and reference library materials. Every ELL student has a content area glossary for their use. Instructional approaches and methods used are scaffolding, cooperative learning, connections to student experiences, targeted vocabulary development, slower speech, and few idiomatic expressions for less proficient students, use of visuals and demonstrations, and use of adaptive texts and supplementary materials.

- Listening: Rosetta Stone, books on tape
- Speaking: information topics, role playing, discussions, debates
- Reading: variety of genres and levels of printed materials
- Writing: Balance literacy and Writer's Workshop

4. All new admits (code 58 ELLs) that are Spanish speaking will be administered the Spanish LAB (assessed and evaluated accordingly).

5. Using the latest NYSESLAT test scores by level, the students are grouped by the 3 levels (beginning, intermediate, advanced), during small group instruction, class projects and reading inventory groups.

A. Our instructional plan for SIFE students is: Using Title 3 Allocations, the identified SIFE students will be placed in Literacy and Math

After-School and Saturday programs. In addition to regular school hours the SIFE students will receive Rosetta Stone and Achieve

3000 for Literacy and use of the Computer Lab for Mathematics.

B. Our plan for the ELLs in U.S. schools, less than 3 years, (newcomers) is Rosetta Stone and Reading Advantage. Modified Language

Arts Program, Tutorial Program, Reading Advantage.

C. Our plan for ELLs receiving service 4 to 6 years is Computer-based small group tutorial program, using Title 3 funding for After-School and Saturday Literacy and Math Programs.

D. Our plan for long term ELLs (completed 6 years is Operation Balanced Literacy:

PROGRAM TITLE: Operation Balanced Literacy

AUTHOR: Edward Doyle

Version Date: September 8, 2011

LOCATION: MS53Q, Far Rockaway, New York

SUMMARY: English Literacy Acceleration Project for Middle School ELL Students

DESCRIPTION OF EDUCATIONAL CHALLENGE: The MS 53 School has approximately sixty (60) ELL students. Their level of proficiency in English is uniformly below grade level. Proficiency of individual students ranges widely. The established curriculum only increases performance in attaining increased proficiency to the median student's capability level. Students who are further behind will generally have difficulty achieving growth in proficiency beyond the median level of the ELL class. However, that level is still below the level of the average non-ELL student of the same age. Therefore, the lagging ELL students remain at a disadvantage in becoming equipped to handle the customary school curriculum at the earliest point possible. Accelerated attainment of English proficiency would be beneficial to all ELL students but is especially important to the least proficient students.

PROJECT GOAL: Implement a new class balanced literacy project that (a) is largely self-motivational and (b) assigns responsibility to individual students the method of achieving improvement in literacy skills according to their own preference. The instructor still retains daily oversight of literacy assignment completion by each student.

PROPOSED PROJECT APPROACH: Instructor assigns daily, self-paced literacy "homework" consisting of measured fifteen (15) minute increments performing literacy sub-skills such as English language listening, speaking, reading and writing. Points are assigned for completion of 15-minute intervals of self-reported completion of any English language listening, speaking, reading, reading or writing work over and above their regular class assignments. Points are weighted more heavily for the each area, with the fewest points for listening and the most points for writing, thereby encouraging active engagement with all the sub-skills required for target language proficiency.

ELEMENTS/MATERIAL:

- Explanation (Goals, Rules, List of Options, Required Materials, etc.) of program for Students, Parents, and school Administrators;

## A. Programming and Scheduling Information

- Daily Activity Completion Recording Form for Student
- Master Daily Activity Class Completion Chart for Teacher (includes weekly, monthly, etc., tabulation of all literacy self-assignments completed)
- List of Materials Related to Documentation, e.g., standard completion forms, rules/criteria for acceptable documentation of literacy-related activities; individual student Balanced Literacy Folder to maintain records of completed literacy self-assignments in chronological order (to facilitate both measuring progress as well as permitting teacher to evaluate writing proficiency progress); plan for end-of-year Recognition/Achievement ceremony that includes families as well as students who participated.
- Coordination plan with affected parties, e.g., student families, classroom Parent Coordinator, other subject Teachers, and School Administrators;
- Sample completed forms for each type of literacy skill, e.g., listening activity sample record, speaking activity sample record:

PERIOD OF PERFORMANCE: September 8, 2011 through June 2012 Edward A. Doyle September 8, 2011

OPERATION LITERACY: GOAL: Involve ELL students and their families in a fun, class-wide program using available after-school resources to increase time spent on purposeful activities that improve English literacy.

### RULES:

1. STUDENTS select whether they wish to spend time:
  - a. LISTENING to an English language television or radio program during after-school. The program may be live or may be a DVD.
  - b. SPEAKING with any English speaker for at least (15) minutes after-school
  - c. READING any English language book, magazine, newspaper, or other material (as long as it is in English)
  - d. WRITING about anything you have read or done or simply thought about, as long as the written piece is written in English. There will be no deductions for spelling or grammar errors. The object is to practice writing.
2. STUDENTS must record their after-school English activities on the form provided by the TEACHER.
  - a. Completed listening, speaking, reading or writing assignments should be Recorded/measured in time spent doing the activity;
  - b. The basic time unit to record is 15 minute periods. E.g., one hour (60 minutes) of Listening to an English language TV program is broken into four (4) periods of 15 minutes.
  - c. Since the four possible activities (listening, speaking, reading or writing) require successively greater involvement by the student, a fifteen-minute period doing each activity will be weighted (granted more or fewer points) differently based on level of difficulty. The points will be assigned as follows:
    - i. LISTENING -15 minutes=ONE (1) point;
    - ii. SPEAKING -15 minutes=TWO (2) points;
    - iii. READING - 15 minutes=THREE (3) points;
    - iv. WRITING – 15 minutes=FOUR (4) points.
3. Unless STUDENTS complete their normal homework assignments, they may not receive credit for Balanced Literacy Points achieved during the same period. PARENTS must sign each student's daily Balanced Literacy Points form and confirm the child completed his/her normal homework assignments.
4. PARENTS must also sign the form to confirm the child actually spent the claimed amount of time doing the specific activity.
5. The TEACHER will inspect and record on a Master Spreadsheet all valid Balanced Literacy Points from each STUDENT's daily form.
6. If STUDENTS involve their family members in any listed English language listening, speaking, reading or writing activity, the STUDENT may also claim their family member's Literacy Points.
7. The TEACHER will make available to the STUDENTS and SCHOOL ADMINISTRATORS the classroom totals and underlying records/documentation on a periodic basis as well as at year's end.

DAILY ENGLISH BALANCED LITERACY SELF-ASSIGNMENT COMPLETION FORM (SAMPLE)

STUDENT NAME: \_\_\_\_\_ CLASS \_\_\_\_\_

Month \_\_\_\_\_ YEAR: 2011-2012 Academic year

Week Starting: X=yes Mon. Tues. Wed. Thurs. Fri-Sun Weekly Total

## A. Programming and Scheduling Information

Fifteen Minute Interval	X	No.	No.	No.	No.	No.	Multiplied by	No.	
Listening									
(1 point per 15-minute interval)	X	4	8			2	12	X1	26
Speaking									
(2 point s per 15-minute interval)	X	3		7				X2	20
Reading									
(3 point s per 15-minute interval)	X		6	3			5	X3	42
Writing									
(4 point s per 15-minute interval)	X			2				X4	8
<b>TOTAL</b>						<b>96</b>			

MONDAY:      Listening \_\_\_\_\_  
                   Speaking \_\_\_\_\_  
                   Reading \_\_\_\_\_  
                   Writing \_\_\_\_\_

TUESDAY:     Listening \_\_\_\_\_  
                   Speaking \_\_\_\_\_  
                   Reading \_\_\_\_\_  
                   Writing \_\_\_\_\_

WEDNESDAY: Listening \_\_\_\_\_  
                   Speaking \_\_\_\_\_  
                   Reading \_\_\_\_\_  
                   Writing \_\_\_\_\_

THURSDAY :   Listening \_\_\_\_\_  
                   Speaking \_\_\_\_\_  
                   Reading \_\_\_\_\_  
                   Writing \_\_\_\_\_

WEEKEND:     Listening \_\_\_\_\_  
 (Fri-Sun)      Speaking \_\_\_\_\_  
                   Reading \_\_\_\_\_  
                   Writing \_\_\_\_\_

Yes/No: WRITING SAMPLE(S) ATTACHED (Circle one and attach behind) this form

DAILY ENGLISH BALANCED LITERACY SELF-ASSIGNMENT COMPLETION FORM 2011-2012 School Year

Student Name \_\_\_\_\_ Parent Name \_\_\_\_\_

Class \_\_\_\_\_ Day: Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Date: \_\_\_\_\_

Categories:

Listen                      Read                                      Speak                                      Write

Type of Assignment

LISTENING (1 point per 15 minute interval)

## A. Programming and Scheduling Information

Medium: TV/Radio (English only) Rosetta Stone

Topic: \_\_\_\_\_

Number of Minutes: \_\_\_\_\_ Total Points \_\_\_\_\_

SPEAKING (2 points per 15 minute interval)

English Conversation

Topic: \_\_\_\_\_

Who \_\_\_\_\_ What \_\_\_\_\_

Where \_\_\_\_\_ When \_\_\_\_\_

Why \_\_\_\_\_

Number of Minutes: \_\_\_\_\_ Total Points \_\_\_\_\_

READING (3 points per 15 minute interval)

Type of Publication: Book Magazine Newspaper

Title \_\_\_\_\_

Author \_\_\_\_\_

Brief Summary \_\_\_\_\_

Number of pages read: \_\_\_\_\_

Number of Minutes: \_\_\_\_\_ Total Points \_\_\_\_\_

WRITING (4 points per 15 minute interval)

Number of Minutes: \_\_\_\_\_

Response to: Fiction/Nonfiction

Title: \_\_\_\_\_

Total Points \_\_\_\_\_

6 The ELLs who are also students with disabilities (SWDs) are part of the ESL program. The ESL teacher pushes into Language Arts/Special Education classes in order to reinforce learning strategies, teach advanced vocabulary and increase students' reading comprehension. Instructional strategies and grade-level materials for the ELA and Content Areas: Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. Adaptations include textbooks in science and social studies, with additional illustrations and highlighted vocabular. For Math, a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students can better understand the content. Math manipulatives are used for all ELLs/SWDs that provide hands-on practice.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELLs in the least restricted environment by using individual grade curriculum, the ELL students are pulled from their regular classroom according to individual student's academic needs.

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	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

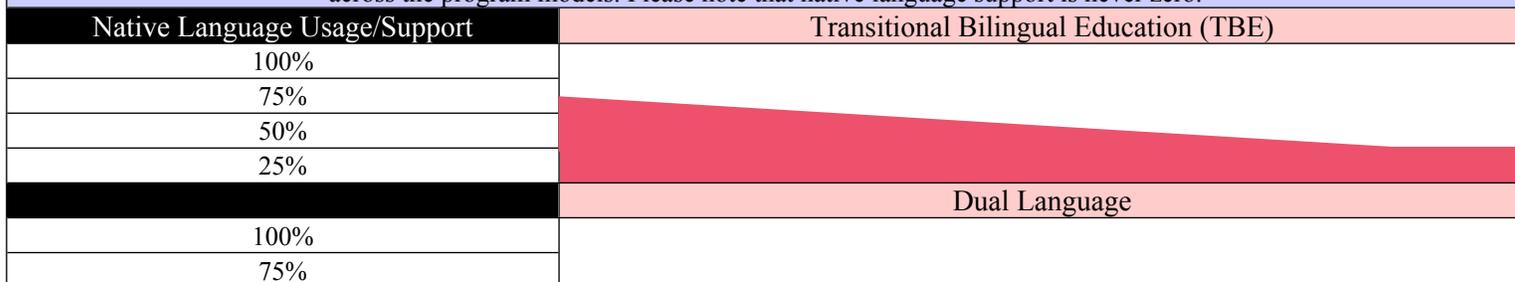
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

8. Refer to Response #7 above- Operation Balanced Literacy and for the ELA and Content Areas: Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. For Math a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students can better understand the content.

9. Former ELL students will receive periodic student/ELL teacher conferencing for all content areas, in addition to daily peer/student support in all content areas. The ELL teacher will have periodic conferencing with the content area teacher to ensure that the former ELL student is transitioning and receiving appropriate content area support in all academic areas, as well as addressing all academic deficiencies. Former ELLs will be given Dictionaries and taught how to use them. Former ELLs will be given all ELA, Math and Science New York City and New York State Tests. Testing is done with current ELL students and former ELLs. Each student will be given the correct testing accommodations. For example, stories for 'read alouds' are read three times and time extensions are followed.

10. The following programs are being considered for the upcoming school year: Sports and Arts School Foundation, The Academic Advantage Program, Achieve 3000, Innovative Educational Programs, Title 3 Funding: After school and Saturday Literacy and Math Programs.

11. ESL services are provided for all eligible ELLs. We have Rosetta Stone and READ 180 computer instructional programs that are not in use presently but will be reinstated as new staff members arrive.

12. ELLs are afforded equal access to all school programs; they are eligible to participate in all school-wide programs, such as Computer Lab, Foreign Language and Art. In addition, ELL students participate in extracurricular activities such as drama, sports, art, yearbook, and dance. Title III funds are well-used to provide supplemental afterschool and Saturday literacy activities. Students work on reading and writing and publish their work. Computer programs such as Microsoft Word are available for Saturday ELL literacy enhancement.

13. The instructional materials used to support the ELLs are: reference library; in English and Spanish, School Library: leveled and content area related books, Bilingual translation for vocabulary, Rosetta Stone Lab, Reading Advantage, and Reading Rigor Program.

14. The native language support delivered in The Freestanding ESL Program is: use of a bilingual reference library; each student is furnished with a native language content area glossary (Math, Science, Social Studies). The NYS certified ESL teacher is proficient in the native language of Spanish for translation purposes; (ELL Spanish students, as well as, Spanish parents) In addition to ELL Spanish students receive native language support from a certified Spanish teacher. Also, the ELL Haitian Creole Students receive translated services from staff support members.

15. All ELL students receive required services, support and resources which correspond to the ELLs age and grade level. School provides age-appropriate, high interest, low-level reading materials. Students consult bilingual glossaries and other reference materials to assist them gain access to grade-level curricula.

16. N/A

17. The language elective offered to the ELLs is Spanish Class taught by a permanently NYS certified Spanish Teacher.

### 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. All teachers of ELLs at MS53 will receive the Teaching English language learners Strategies that Work by Katherine Davies Samway and Dorothy Taylor. The teacher of ELLs also receives ELL support from the ESL staff on an individual basis (weekly). The ELL support staff will train the content area teachers in theories, practices and strategies that work with the ELL student based on each ELL student's individual needs in that content area. In addition, the ELA teacher would have daily contact with the ELL staff member.

2. The ELL support staff provides important student background information and testing accommodations. ELL staff communicates with colleagues regarding 'Common Core Standards' tasks. For example, eighth graders learn related tasks that will be extended in High School. This will aid in the transition process. The testing coordinator ensures that 6th, 7th, and 8th graders receive all mandated accommodations.

3. MS53 is planning Professional Development in collaboration with the PSO, Center for Educational Innovation for new teachers of ELLs in ESL/Content Areas, Language Acquisition, co-teaching with ELLs to satisfy this requirement. The content area teachers of ELLs will have ongoing ESL staff development and hands on training on a weekly basis. Additionally, on a need basis, the ESL teacher will be available. Weekly log will be kept for all teachers of ELLs in the content area.

## 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. The Parent Coordinator encourages all parents to take an interest in their child's education. All parents are invited to a new student orientation one week before school starts. There are two Parent/Teacher Conferences during the year, as well as parents are always welcome to come to the school to speak with their child's teachers and guidance counselor. Appointments are also scheduled between all ELL specialist, content area teachers and ELL parents on a weekly basis to discuss, analyze and evaluate the academic and social needs of the individual ELL students. All written and verbal communication between the school administrations is done through the ELL parent language of preference. ex: Native language or English Language.

2. Through the school-based PTA and Parent Coordinator there are ongoing partnerships with community organizations. Our ELL parents receive orientation by two community hospitals: St. John's and Peninsula. Our Parent Coordinator actively opens communication with incoming families.

3. Utilizing the NYC Parent Survey topics and results:

- Academic Expectations: discussing the development and improvement of the academic goals of the ELL student (weekly individual meetings between the ELL parents and the ELL parent advisory team.
- Communication: explaining the school's educational goals on each ELL students' outcomes. (Weekly individual meetings between the ELL parent and the ELL support team.
- Engagement: actively engaging ELL parents in a partnership to promote ELL student learning. (Operation Literacy)
- Safety and Respect: the school creates a physically and emotional environment, whereby all ELL student focuses in on learning. (In addition to the ELL support team, all bilingual guidance counselor and deans monitor the ELL students. Daily monitoring of the ELL students physical, safety and emotional well-being in a safe and secure environment. Example: Operation Anti-Bullying)

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff.

4. An English Literacy Acceleration program is offered to the ELL parents at MS53 supported by Parent Coordinator, Parent Association and the ESL support staff. The parents are encouraged at home to listen, speak, read and write in English with their children using the Operation Literacy program. (OLP) workshops will be given to ELL parents on an ongoing basis to model activities and encourage literacy in the target language. As parents' proficiency increases in the target language the ELL students proficiency will also increase in the target language.

Translation at the school level is available through teacher and paraprofessional interaction. We have Spanish and Haitian Creole speaking staff. The ESL teacher offered orientations to parents. If needed, translations were provided.

## 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)							8	7	11					26
Intermediate(I)							2	6	7					15
Advanced (A)							9	3	2					14
Total	0	0	0	0	0	0	19	16	20	0	0	0	0	55

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							3	2	1				
	<b>I</b>							3	2	6				
	<b>A</b>							3	3	2				
	<b>P</b>							7	3	3				
READING/ WRITING	<b>B</b>							5	5	4				
	<b>I</b>							5	2	6				
	<b>A</b>							7	3	1				
	<b>P</b>							0	0	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	6	0	0	13
7	8	3	0	0	11
8	6	3	0	0	9
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	6	0	10	0	0	0	0	0	16
7	9	0	3	0	1	0	0	0	13
8	5	0	7	0	0	0	0	0	12
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. The assessment tools that our school uses to assess the ELL students are:

- Scantron Testing: Reading, Math, and English Language Arts: measures the proficiency level of the ELL students and provides accurate student placement; diagnosis of instructional needs, and measurement of student gains.
- ACUITY and ELL Periodic Assessments: Reading: identifies up-to-date information about what each ELL student knows and informs the teachers of ELL's how they can target instruction to the learning needs of each ELL student. It helps the teacher of ELL's to predict students' performance on New York State Tests so that the student can meet or exceed the NYS Learning standards. The ELL student's learning is measured within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

2. Using the NYSESLAT Modality report across all 3 grade levels the deficiencies in reading and writing modalities are the higher statistical significance rate than the listening and speaking modalities. Therefore the majority ESL intervention programs will focus on the reading and writing modalities: such as Reading and Writing Advantage, Reading Rigor We have LAB-R and also the Spanish LAB. In 6th grade, we have many beginners in English and some advanced. Sixth graders are most often at the Advanced Level reflecting ESL instruction in Elementary School. In addition, new students at Beginner Level arrive at 8th grade. 2011.

3. Using the NYSESLAT Modality report across all 3 grade levels the deficiencies in reading and writing modalities are the higher statistical significance rate than the listening and speaking modalities. Therefore the majority ESL intervention programs will focus on the reading and writing modalities: such as Reading and Writing Advantage, Reading Rigor 2011.

4 A. The ELL students are performing at similar performance levels, across all NYS content area exams. Whether they take the exam in their native language or the target language; English the performance levels are similar.

B. The teachers and school leadership are using the results of the ELL periodic assessments by targeting areas of deficiencies in the four modalities of listening, speaking, reading and writing. The content area teachers are creating their lessons based on the ELL's individual areas of deficiencies.

Examples:

Content Area Deficiency: Listening: ELL Student lacks interest in topic

Speaking: Targeted language Speech is ungrammatical accented and limited vocabulary.

Reading: Difficulty in decoding target language vocabulary leads to a decrease level of comprehension

Writing: Difficulty in applying complex grammatical structures in the targeted language.

Targeted Academic Intervention:

Listening: Individual interest and background knowledge of the topic during the listening activity

Speaking: Using phonological system and grammatical structures in English during content area instruction.

Reading: Using bilingual glossaries for content areas students will increase comprehension of targeted

vocabulary

Writing: ELL students will write simple sentences, along with labeled drawings, pictures, and graphic

organizers.

C. The school is learning about the individual student's academic deficiencies within the four modalities of listening, speaking, reading and writing. The native language is used to translate targeted vocabulary, defining and explaining common English colloquialism, scaffolding and contextualization.

5. N/A

6. NYSESLAT Modality :

	Academic year 1	Academic Year 2	Academic year 3	Academic year 4
Placement Level	Beginner	Intermediate	Advanced	Proficient
Placement Level	Intermediate	Advanced	Proficient	
Placement Level	Advanced	Proficient		
Placement Level	Proficient			
*Annual NYSESLAT proficiency levels				
ELL students' success is based on the ELL moving up one proficiency level after each academic year. (NYSESLAT and all NYS content area exams.)				

**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

<b>School Name: <u>Brain Piccolo Middle School</u></b>		<b>School DBN: <u>27Q053</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Rux	Principal		11/10/11
Diane Ludvigsen	Assistant Principal		11/10/11
April Shivers	Parent Coordinator		11/10/11
Edward Doyle	ESL Teacher		11/10/11
Deanna Matthews	Parent		11/10/11
Rochelle Barras/Literacy	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shana Pollack	Guidance Counselor		11/10/11
Mae Fong	Network Leader		11/10/11

**School Name: Brain Piccolo Middle School**

**School DBN: 27Q053**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Virginia Jama	Other <u>Teacher</u> <u>ESL Consulant</u>		11/10/11
Ferne Goldsmith	Other <u>Assistant Principal</u>		11/10/11
Andrea Majied Yard	Other <u>Assistant Principal</u>		11/10/11
Vanessa Washington	Other <u>Assistant Principal</u>		11/10/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q053      **School Name:** Brian Piccolo Middle School

**Cluster:** \_\_\_\_\_      **Network:**

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

**Part A: Needs Assessment Findings**

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

Our Parent Coordinator, PTA President, available teachers and all Spanish speaking staff were interviewed to assess the written translation needs of MS 53Q. The committee uses students' archival and current data, parent surveys, School Report Card, parent interviews, ATS reports and home school surveys to identify our school's language needs.

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.

Written translation is needed for all correspondence to parents from both the school and the PTA. Written translation is needed for Language Arts program materials. Written translation is needed for school-wide Math and English practice exams. Oral translation is needed for correspondence with parents at meetings, workshops, mediations, and all other school related activities scheduled both during and after school. Findings were reported through School memorandums, Staff conferences, Parent letters, Parent Workshops and Department Meetings.

## Part B: Strategies and Activities

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

The committee plans to employ the services of available teachers, paraprofessionals and school aides to provide written translation of all of the above named materials in the following languages: Spanish, French and Haitian-Creole. Designated translators will also work with the ELA and Math teachers of the designated programs to prioritize work load.

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.

School teachers, paraprofessionals, parent volunteers and outside consultants will provide oral interpretation services throughout the school year when needed. These services will be provided for scheduled school activities during and after school hours.

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>.

Designated Staff Members can interpret phone calls. Staff members will attend meetings with parents and/or community members for interpreting assistance. Literature that is sent home is available and translated in various languages. Post signs in Spanish, in a conspicuous location at or near school entrance indicating where a copy of such written notifications can be attained.

## 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: MS Brian Piccolo 53	DBN: 27Q053
Cluster Leader: Elen Padva	Network Leader: Elen Padva
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 52 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: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our school serves 52 ELLs. Our English language learners (ELLs) have tested well below the average of English proficient students at Middle School Q53. Some of our ELLs are Students with Interrupted Formal Education (SIFE)(31%) and some of them are SWD(15%). Also, 33 students are newcomers and 11 are LTEs. The students' literacy levels will be significantly enhanced by our Thursday afternoon supplemental program tailored to their specific needs.

The breakdown of the ELA instructional period will be as follows: The TBE teacher will provide instruction through the Time for Kids newsletter. Students will be reading articles, and work on a variety of assignments that will reinforced their reading and writing and speaking skills. Then they will have the opportunity to interact with on line version of the Time for kids program, to reinforce their listening and speaking skills. Lastly students will be working on the " Inside" Series books for grammar and writing reinforcement. The ESL teacher will be providing pushing in instruction to all ELLs.

As a culminating task students will write their immigrating experience and share it with the rest of the class. Also a collection of journal entries, recipes and poems will be created to share with the rest of the school family.

The Math instruction will be delivered by the content area teacher, who will be utilizing the " Language Central for Math- 2011) series for grades 6-8. These books are specifically designed to fit the needs of ELLs students through supplementary programs. The ESL teacher will providing pushing in services accomodating all levels of ELLs.

Our afternoon program will run for 22 weeks/sessions X 2 hours .The program will be anticipated to run until April. During these 22 weeks the program will take place on one afternoon (Thursday) per week for 2 hours per day( one ELA instructional period, one math instructional period). Three teachers provide instruction for the program, one math teacher, one TBE teacher and an ESL teacher, who provides push in services for all ELLs.

Additionally the three teachers will meet on Thursday November the 1st for a common planning 2 hour session. After the completion of the 11th session/week, the three teachers will meet for one hour common planning session and look at student work after school. Finally the three instructors will administer a final assessment for 2 hours ( last teaching Thursday - week 22), one hour in math and one in ELA. The following Thursday, the three teachers will grade the assessment and analyze data for an hour. These data will be given to all teachers to follow up with their instruction.

## Part B: Direct Instruction Supplemental Program Information

Direct Instruction: \$7,227.36 or 65d % of total allocation.

Delivery of Instruction: 3 teachers x 22 sessions x 2 hours x 50.19= \$6,625.08

Teacher's Planning Time: 3 teachers x 4 sessions x 1 hour x \$50.19= \$602.28

The ELA instruction will be based on the findings of the Achieve 3000 on line pre assessment, that were taken during the school day. The curriculum will be covered in alignment to the NY ESL Standards and Common Core State standards and PI. The ESL standards in alignment with the CCLS will be implemented to help students attain academic language and English acquisition.

Also the students should read on line articles(Achieve 3000) by applying the 5 step process; the activity, the thought question, the poll , the math step and the puzzle. The students are expected to read 6 articles and master the vocabulary incorporate to each article ( 5-6 new words per article).

In addition the students are performing activities that will improve their listening, reading and writing assignments though the Time for Kids newsletter and interactive online program.

English Language Learners will have opportunity to utilize the Achieve 3000 computerized program. The program allows for differentiation and students work at their own pace. Achieve 3000, can be used at home and parents will receive training in order to reinforce use of the program. The ESL teacher will monitor students' progress.

In addition, an effective reading program using non-fiction and fiction texts will be implemented through the purchase of consumable materials from National Geographic, for fiction, non-fiction texts on a variety of readability levels. Students will be prepared to read the texts with advanced vocabulary and participate in concept-building activities.

Pronunciation and intonation will be improved by direct teaching and also by listening to books on tape. Students can listen to stories above their reading level and hear what good reading sounds like and comprehension strategies will be infused into the instruction.

Reading and writing modalities will be reinforced by the Times for Kids

Students will be grouped heterogeneously and the ELL teacher will create activities that help all students advance at least one level on Spring assessment. The instructional student groups are small (max. 15 students), each student will be assessed individually and provided instruction at a challenging level.

Books will be purchased in non-fiction and fictional genres in a variety of complexity in English and in native language (when possible).

The percentage allocated to materials is 25% that comes down to \$2,854.64

Materials:

"TIME FOR KIDS" yearly subscription with an included Interactive digital Edition \$4.42 per student x 52=\$229.84

## Part B: Direct Instruction Supplemental Program Information

Inside the USA. National Geographic.

Newcomers Edition ISBN 9780736272018 Student Text Book and Practice Book X 5 sets X \$37.19= \$185.95

Newcomers Teachers Edition ISBN 978073627 0694 1 X \$ 180.60= \$180.60

Newcomers Assessment Handbook ISBN 9780736 271 349 1 X \$ 85.07= \$ 85.07

Level A Teacher's Book 1 x 147.95= \$147.95 ISBN 978-073-62-59095

Practice book Level A 1 x 19.35= \$19.35 ISBN 978-07362-59156

Inside Level A Assessment Handbook ISBN 978-07362-56803 \$111.50

Inside Level A Unit Test Booklets 10-Pack 978-07362-67441 \$64.00

Inside Level A Teacher's Manual 978-07362-56902 \$15.10

Level B Teacher's Book 1 X 147.95= \$147.95 .ISBN 978-07362-59101

Practice Book Level B 1 X \$19.35= \$19.35 ISBN 978-07362-59163

Inside Level B Assessment Handbook 978-07362-56803 \$111.50

Inside Level B Unit Test Booklets 10-Pack 978-07362-67441 \$64.00

Inside Level B Teacher's Manual 978-07362-56902 \$15.10

Level C Teacher's book 1 X 249.80=\$249.80. ISBN 978-073-62-60782

Practice Book Level C 1 X 35.10= \$35.10 ISBN 978-07362-58845

Inside Level C Assessment Handbook ISBN 978-07362-56803 \$111.50

Inside Level C Unit Test Booklets 10-Pack 978-07362-67441 \$64.00

Inside Level C Workout ISBN 978-07362-58692 X 8 X \$12.20 = \$97.60

Inside Level A Teacher's Manual 978-07362-56902 \$15.10

Inside Level D Teacher's Edition with Language and Fluency CDs, Volume 2 ISBN978-07362-58975 \$124.90

Inside Level E Teacher's Edition with Language and Fluency CDs, Volume 1 ISBN 978-07362-58746 \$124.90

Inside Level E Teacher's Edition with Language and Fluency CDs, Volume 2 ISBN978-07362-58746 \$124.90

### Part B: Direct Instruction Supplemental Program Information

Pearson, Language Central for Math 1 Classroom set Grade 6 1 set \$155.47 ISBN 01331752286

Pearson, Language Central for Math 1 classroom set of 10 Grade 7 \$ 155.47 ISBN 0133178137

Pearson, Language Central for Math 1 classroom set of 10 Grade 8 \$ 155.47 ISBN 0133178145

Language Central for Math 2011- Teacher Edition Grades 6-8 ISBN 0132538423 \$31.47

### 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:

The ESL teacher will have 4 hours of common preparation with the TBE and Math teachers to improve instructional methodology and share best practices. Two of these planning hours are going to take place on the first Thursday November the 1st. After the completion of the 11th week/ session, another hour of common planning will take place, where teachers can look at students data and decide on ways to improve students academic achievement.( Planning Time: 3 teachersx 4 sessions x 1 hourx \$50.19= \$602.28. In addition, Professional Development for the ESL teacher will support new initiatives, Common Core State Standards and additional Professional Development will be planned based on specific teacher needs. Professional Development will be provided by the Children's First Network (CFN 535) on new initiatives.The teachers will share the analysis of data with the mainstream teachers.

Selected Professional Development topics include: Smart Board training, Differentiated Teaching to prepare students for NYSESLAT, ELA assessments, content area training. Teachers will be offered opportunities in training from the Bilingual Regional NYC Network at Fordham University. Additionally, The Children First Network (CFN535) will provide support for ELL issues, compliance and testing.

### 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

### Part D: Parental Engagement Activities

Begin description here: Our parents speak many languages with a predominance of Spanish-speakers. Staff in our school speak Spanish, Haitian Creole and other languages. We communicate with parents in both English and their native languages.

We notify parents in writing and by telephone about the objectives of the Title III supplemental program. We invite parents to workshops in which they will join their children in activities such as computer literacy, Achieve 3000 and Rosetta Stone. We focus on literacy, reading and writing for everyday communication.

Topics for parent workshops: Promoting Language Development (provided in the native language and English), Helping Students with Homework, Importance of Regular Attendance and Importance of Good Nutrition, What Good Readers Do.

The Principal, Assistant Principal, the ESL teacher, the TBE teacher and the content area teacher will be available to speak with parents about their concerns, ideas and student needs.

Parents of ELL students will be invited to school on NY Care Days, and on college related events such as the visit to the Leahmans college, where students can have the opportunity to take a tour on campus and talk to advisors in reference to obtaining financial aid and classes offered especially design for Latino students.

Our culminating activity will be a trip to Ellis Island for our newcomers and parents to become familiar with the NYC surroundings and to become aware of the city resources. \$1,120.00 (10% of the allocated amount)

Additionally, parents will be given a final report about the Title III-sponsored program.

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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