



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MIDDLE SCHOOL 137 AMERICA'S SCHOOL OF HEROES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q137

PRINCIPAL: LAURA MASTROGIOVANNI

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SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Mastrogiovanni	*Principal or Designee	
Matthew Goodman	*UFT Chapter Leader or Designee	
Edith Rivera	*PA/PTA President or Designated Co-President	
Karen Collins	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	
Gina Marrero	Member/SLT Co-Chair	
Ivette Cirino	Member/Secretary	
Ben Allen	Member/Co-Chair	
Kavita Persaud	Member/Parent	
Lleana Lopez	Member/Parent	
Diane Ferrer	Member/Parent	
Adriana Evans/Zaheeda Hetnarine	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Teacher teams will become proficient in using the Looking at Student Work Protocol and analyzing data to improve teacher practice.

Comprehensive needs assessment

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

In order to meet the level of academic rigor required by the Common Core Learning Standards, there is a greater need for all teachers to collaborate to share best practices while analyzing student work, identifying gaps between where students are currently performing and the level required to meet the CCLS.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Activity #1

Professional Development: Teachers will be provided with ongoing professional development supporting them in utilizing the Looking at Student Work Protocol and utilizing rubrics to assess student work consistently.

Target Population: All teachers/teacher teams

Responsible Staff Members: Principal, Assistant Principals, Math and Literacy Coaches, Data Specialist.

Implementation Timeline: September 2012 through June 2013

Activity #2

Engaging in Inquiry Process: In teams, teachers will present tasks, record observations about student work, share observations, and discuss implications for instruction. Teachers will document the inquiry process during teacher team meetings and submit Looking at Student Work Protocol forms for review.

Target Population: All teachers/teacher teams

Responsible Staff Members: Principal, Assistant Principals, Math and Literacy Coaches, Data Specialist.

Implementation Timeline: September 2012 through June 2013

Activity #3

Utilization of Resources: Teachers will utilize websites such as www.arisnyc.org, www.engageny.org, and the New York City Common Core Library to inform their inquiry work and collaboratively plan units, tasks, and projects. Teachers will work together and receive support from coaches and administration to effectively scaffold instruction for English Language Learners and Students with Disabilities to promote higher levels of achievement.

Target Population: All teachers/teacher teams, specifically those working with ELLs and SWDs.

Responsible Staff Members: Principal, Assistant Principals, Math and Literacy Coaches, Data Specialist.

Implementation Timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process:

- Teacher teams will collaborate to set agendas for their meetings.
- The data inquiry team will support teacher teams in forming goals and utilizing the Looking at Student Work Protocol.
- Teachers will be asked to provide feedback on how to make teacher team meetings run efficiently and the types of learning and support they would like to ensure that this time is instructionally meaningful.

Strategies to increase parental involvement

- Special Education and ESL teachers will host periodic workshops and information sessions with parents in collaboration with the literacy and math coaches. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Administration and teachers conduct periodic parent workshops and information sessions on the Common Core Learning Standards, parent involvement and engagement, and changes to the New York State ELA and Math assessments.
- Teachers post assignments and tasks on Skedula to keep parents informed of their child's progress.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will continue to be trained on how to use ARIS Parent Link.
- Parents will be trained on how to use Pupil Path from Skedula, our grade-keeping program, in order to support communication of student progress.
- Our web-page masters will continually update all components of our website, www.heroesofms137.org, that address and inform parents.
- Interim feedback surveys from parents in our school community.
- Updates on the implementation of the CCLS will be provided to parents via meetings, website, and letters sent home.
- Monthly calendar and NYCDOE translation hotline to support the home-school connection.

Budget and resources 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 X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

Service and program coordination

- Common preparation periods have been programmed to allow time to collaborate during the school day.
- Teacher teams meet each Thursday morning to analyze data and look at student work.
- The data inquiry team meets each Monday after school from 3:00 pm-5:00 pm to create agendas for Teacher Team meetings and oversee work that each team submits.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Grade 6-8 students will demonstrate proficiency in Common Core-aligned mathematical units of study which ask the students to model, construct viable arguments, and articulate the reasoning behind their claims as evidenced by tasks, classroom observations, and teacher-team evaluations.

Comprehensive needs assessment

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

In collaboration with NYC's instructional expectations and our data-inquiry teams' analysis of student work, we have identified the need to engage all students in cognitively demanding mathematics tasks aligned to the Common Core Learning Standards that are embedded in well-crafted instructional units.

Instructional strategies/activities

Activity #1

Professional Development: Teachers will collaborate at least twice a week in grade level and content area teams to look at student work and share best practices using the "Looking at Student Work Protocol." Teachers will meet in grade level teams with the Math Department Assistant Principal and Math Coach once or twice a month to examine progress and discuss next steps in the process of refining the scope and sequence and aligning it with the CCLS.

Target Population(s): All Mathematics teachers, special education and ESL.

Responsible Staff Members: Principals, Assistant Principals for Math, ELLs and SWDs, Math Coach, Staff Developers (internal and external) and Data Specialist

Implementation Timeline: September 2012 through June 2013

Activity #2

Creation of a Common Core Aligned Math Assessment: Teachers will create Common Core aligned assessments that encompass the state test levels of rigor. Teachers will utilize websites such as www.commoncore.org and www.engageny.org to view sample exemplars and develop a Common Core-aligned unit of study that incorporates the opportunity to model, apply, connect and describe mathematical relationships.

Target Population(s): Teams of math teachers, including those working with ELLs and SWDs.

Responsible Staff Members: Principals, Assistant Principals for Math, ELLs and SWDs, Math Coach, Staff Developers (internal and external), Data Specialist

Implementation Timeline: September 2012 through June 2013.

Activity #3

Supplemental services – After-school extra help in mathematics is provided on Tuesdays and Thursdays.

Target Population – Students requiring additional academic support as identified by results on previous year’s state assessment.

Responsible Staff Members – After-school math teacher, Math Coach

Activity #4

Performance Task: Students will successfully complete the task.

Teams of teachers will look at resulting student work to evaluate instruction and gaps in understanding.

Steps for Including teachers in the decision-making process

- Teacher teams will collect and analyze student data to collectively plan lessons/units based on areas of need
- Teachers and students will create math portfolios displaying student work that will include mathematical modeling, application, and reasoning.
- Teachers will create math portfolios as evidence of rigorous, differentiated tasks and student work.
- Showcasing of best practices of Math tasks at Departmental Meetings and Grade Conferences
- Our Math Coach will support the implementation of the Universal Design for Learning, create curriculum maps and provide content area support.

Strategies to increase parental involvement

- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding CCLS-aligned math units of study.
- Assignments and tasks are posted on Skedula to keep parents informed to their child's progress.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will continue to be trained on how to use ARIS Parent Link.
- Parents will be trained on how to use Pupil Path from Skedula, our grade-keeping program, in order to support communication of student progress.
- Our web-page masters will continually update all components of our website, www.heroesofms137.org, that address and inform parents.
- Interim feedback surveys from parents in our school community.
- Updates on the implementation of the CCLS will be provided to parents via meetings, website, and letters home.
- Identify language preference for parents when providing letters to increase communication.
- Monthly calendar and NYCDOE translation hotline to support the home-school connection.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Professional instructional materials to support curriculum development during the regular school day.

Consumable instructional materials for use during extended day programs.

Teacher per session for after school programs for academic intervention_____

- *Title I 10% for Professional Development.*

Service and program coordination

- The school has established after-school programs that focus on improving the critical thinking of problem-solving skills in Mathematics for at-risk students.
- Identified ELLs will participate in our Title III after-school program on Tuesdays and Thursdays.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

All English, science, and social studies teachers will implement two Common Core-aligned writing units that embed expectations for students to develop claims (W6.1, W7.1, W8.1) and counterclaims (W7.1 and W8.1) clear reasons and relevant evidence.

Comprehensive needs assessment

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

The Common Core Learning Standards and associated instructional shifts focus on argumentative writing, writing from sources, and text-based answers. A review of the results of the performance task from last year and pre-assessments this year has revealed that students require additional support meeting grade-level standards in argumentative writing.

Instructional strategies/activities

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

Activity #1

Professional Development: Teachers will receive professional development in areas such as unwrapping the CCLS, implementing instructional shifts, engaging in accountable talk, supporting students in making specific reference to a text when answering questions, understanding argumentative writing, and effectively scaffolding instruction for ELLs and SWDs.

Target Population: All ELA, science, and social studies teachers.

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist

Implementation Timeline: September 2012 through June 2013

Activity #2

Collaborative Planning of Common Core-Aligned Units: Teachers will engage in close readings of the standards. ELA, social studies, and science teachers will meet with the literacy coach to support them in planning the units of study. Teachers will also utilize resources such as engageny.org and the Common Core Library to view exemplars.

Target Population: All ELA, science, and social studies teachers.

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist.

Implementation Timeline: September 2012 through June 2013

Activity #3

Assessment of Student Work: Teachers will assess student work to identify gaps in where students are currently performing and the level required to meet the CCLS. Teachers will discuss work and next steps during teacher team meetings.

Target Population: All ELA, science, and social studies teachers.

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist.

Implementation Timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process:

- Teachers will collaboratively plan CCLS-aligned units of study and performance tasks.
- Teachers will set agendas for teacher team meetings and take turns presenting and sharing student work.

Strategies to increase parental involvement

- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Administration and teachers conduct periodic parent workshops and information sessions on the Common Core Learning Standards, curriculum, parent involvement and engagement, and changes to the New York State ELA and Math assessments.
- Teachers post assignments and tasks on Skedula to keep parents informed of their child's progress.
- Parents will continue to be trained on how to use ARIS Parent Link.
- Parents will be trained on how to use Pupil Path from Skedula, our grade-keeping program, in order to support communication of student progress.
- Our web-page masters will continually update all components of our website, www.heroesofms137.org, that address and inform parents.
- Interim feedback surveys from parents in our school community.
- Updates on the implementation of the CCLS will be provided to parents via meetings, website, and letters sent home.
- Monthly calendar and NYCDOE translation hotline to support the home-school connection.

Budget and resources 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Common planning time has been programmed into each teacher's schedule.
- Teacher teams meet each Thursday for teachers to engage in inquiry.
- Departmental study groups support teachers implementation of CCLS-aligned units of study.

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	Interactive writing, guided reading, interactive web-based programs, vocabulary instruction	Small-group pull out program, small group instruction, push-in program	During the school day, morning program, after-school program
Mathematics	Modeled and interactive problem solving, discovery-based mathematics, graphic organizers	Small-group pull out program, small group instruction, push-in program	During the school day, morning program, after-school program
Science	Hands on inquiry, labs,	Cooperative learning program, UA, Science Fair, Exit Projects	During the school day. Periodic off site events
Social Studies	Interactive writing, rigorous non-fiction analysis, use of primary sources for forming and supporting arguments.	Small group activities, small group instruction.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavioral Intervention Programs, at risk counseling.	One to one, small group and individual sessions, girls' group.	During the school day, after school programs.

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.

Administrative staff regularly attends hiring fairs to seek out and recruit highly qualified teachers. Upon being hired, new teachers are assigned a building-based mentor and a “buddy teacher.” These staff members are used as instructional supports for the new teachers to assist in planning, understanding school procedures, and to address other questions as they arise. Mentoring interactions are logged using the NYCDOE Mentor Tracking System (MTS). They also receive ongoing professional development through departmental study groups facilitated by assistant principals and coaches, as well as an outside consultant from Brienza Academic Advantage. Professional development has focused on implementing the Common Core Learning Standards, understanding the instructional shifts in Literacy and Math, Webb’s Depth of Knowledge, Hess’ Cognitive Rigor Matrix, and curriculum mapping. Additional supports are provided based on teachers’ individual strengths and areas of challenge. All teachers also intervisit other classrooms and submit reflections on best practices. Teachers complete the ARIS self-assessment periodically throughout the year. Teachers are assigned to teacher teams to analyze student work, share best practices, and align assignments and assessments with class data.

The administration and pupil personnel secretary will work closely with the network HR point person to ensure that HQT meet all required documentation and assessment deadlines.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amusden	District 27	Borough Queens	School Number 137
School Name America's School of Heroes			

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

Principal Laura Mastrogiovanni	Assistant Principal Elizabeth Orsini-Fox
Coach Michael Potwardski	Coach Elaine Kelly-Cleary
ESL Teacher Manal Moussa	Guidance Counselor Christine Chioffe
Teacher/Subject Area Suzanne Vollaro	Parent Corey Blanco
Teacher/Subject Area Jennifer Fontanez	Parent Coordinator Lois Avellino-Bruno
Related Service Provider Kelly Hullah	Other Melissa Onorato
Network Leader Joanne Brucella	Other Debbie DeJesus-Ortiz

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

D. School Demographics

Total number of students in school	2007	Total Number of ELLs	142	ELLs as share of total student population (%)	7.08%
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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. 

ELL Identification Process

As part of our registration process, we have outlined a specific procedure to follow when it is believed that a student may be an ELL. One of our four certified, highly qualified ESL teachers (Ms. Manal Moussa, Ms. Carmen Salva, Mr. Michael Roll, and Ms. Melissa Onorato) conduct the initial screening when we have a new admit at MS 137. The Home Language Identification Survey is administered. If the home language is English, the student is appropriately placed in a general education class. If the home language is other than English or the student's native language is other than English, then one of our four ESL teachers or another pedagogue fluent in the student's native language conducts an informal interview in the native language and in English. We have identified languages other than English spoken by our pedagogues. If the student does not speak a language other than English, the student enters the general education program. If the student speaks a language other than English or little to no English, then an initial assessment is administered in the form of the Language Assessment Battery-Revised within ten days of admission. The Spanish LAB is administered for Spanish-speaking ELLs. If the student scores at the proficient level on the LAB-R, then the student is identified as a non-LEP student and enters the general education program. If the student scores at the Beginning, Intermediate, or Advanced level, then the student is identified as LEP and placed according to parent choice and level. The student is then entered into ATS as an ELL. If a student is already identified as ESL, we use their NYSESLAT levels, NYS ELA and Math test scores, and other data from ARIS to place the students accordingly into one of our ESL classes. We determine the students' strengths and areas of challenge from an item skills analysis report and from the components of the NYSESLAT and set goals with these students.

All ELLs are administered the NYSESLAT each year. ELL students are monitored by our four certified ESL teachers, the testing coordinator, administration, and coaches. Prior to the NYSESLAT, an RLAT is run from ATS to ensure that all students who are identified as ESL are tested accordingly. This is further verified by Ms. Dina Marone, our testing coordinator and our four certified ESL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Carmen Salva, and Ms. Melissa Onorato). All four components of the NYSESLAT are administered. Attendance records for each day of testing are maintained to ensure that any students who are absent are tested immediately upon their return. For the speaking component, our four certified ESL teachers schedule students and maintain a spreadsheet to ensure that all students are tested.

Parents of newly identified ELL students are provided with ongoing orientation workshops beginning with the date of admittance. During these workshops, parents are provided with information about our curriculum and the school's English language instruction. Entitlement letters are translated into different languages and given to the ELL parents prior to the parent orientation meeting, which is conducted by one of our four certified ESL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Carmen Salva, and Ms. Melissa Onorato). The ESL teachers explain each of the three programs: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents also watch the orientation video in their native language. Parents receive program selection forms in the language of their choice and can be assisted in filling out these forms by our certified ESL teachers. Forms are stored and maintained in student cumulative record files, files by the ESL teachers, and our compliance binder.

Entitlement letters are sent home by the ESL coordinator, Ms. Manal Moussa, and then collected from the students within one to two days and maintained in our compliance binder. We keep a list of the students who have tested in to ESL, generate an entitlement letter for them, distribute the entitlement letter, and then collect the signed forms within one to two days. The Parent Survey and Program Selection forms are distributed at the initial parent orientation after watching the video. These forms are collected at the end of the meeting, photocopied, and maintained in the compliance binder. Continuation of Entitlement letters are distributed each year that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. The Continuation of Entitlement letters are placed in the compliance binder as well.

A majority of our parents select a free-standing ESL program for their children. Parent choice is honored and students are placed in our ESL program accordingly. In the case that a parent chooses a TBE or dual-language program, we have set up a protocol in accordance with state mandates. A log is kept for all parents who choose this option along with the language requested, which is maintained in the school to support our outreach process. It is also submitted to Office of Enrollment and Office of ELLs and updated when necessary. As we do not currently have bilingual or dual-language programs, parents who select those options are given the choice of enrolling their students in a school that does offer these choices or remaining at MS 137. They are advised and assisted in the appropriate procedure when seeking out a program other than free-standing ESL. In the event that we receive enough requests for a Transitional Bilingual Education or Dual Language program, our outreach process is to contact all parents who have previously selected these options to see if they are still interested in enrolling their child in one of these programs. If they still prefer one of these program options, we will open the course accordingly.

The school has implemented a co-teaching program for the 2011-2012 school year. There are six 6th grade co-teaching and/or push-in classes, seven 7th grade co-teaching and/or push-in classes, and five 8th grade co-teaching and/or push-in classes, which include ICT and self-contained classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT. There are 142 ELL students placed in these classes. There are 49 in Grade 6, 47 in Grade 7, and 46 in Grade 8. Out of the 142 ELL students, 25 are also identified as SIFE (Students with Interrupted Formal Education), 98 are identified as Newcomers, and 10 are identified as Long-Term ELLs. We have 34 ELL students who have been receiving services for 4-6 years. We also have 23 ELL students who are also identified as Special Education.

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							5	5	4					14
Total	0	0	0	0	0	0	6	6	5	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	23
SIFE	30	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	11

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	97	21	8	34	4	12	11	0	4	142
Total	97	21	8	34	4	12	11	0	4	142

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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

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							30	29	27					86
Chinese							1	0	0					1
Russian							0							0
Bengali							3	3						6
Urdu							2	2	1					5
Arabic							3	5	2					10
Haitian							0	0	0					0
French								1						1
Korean								0						0
Punjabi							10	4	16					30
Polish														0
Albanian														0
Other								3						3
TOTAL	0	0	0	0	0	0	49	47	46	0	0	0	0	142

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?

All ELL students receive ESL services using either a collaborative co-teaching or push-in model. All general education ELL students are grouped by grade level and then further broken down into homogenous groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ESL periods without losing content instruction. In addition they receive at least 8-10 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class.

A. Programming and Scheduling Information

The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. We are in compliance with these requirements. Students receive explicit instruction using a collaborative co-teaching model. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced students are provided with at least 180 minutes of ESL instruction a week. Students do not receive formal Native Language Instruction.

M.S. 137 implements the New York State ESL Standards in students' academic language development program and regular content area classes as well as the Common Core Learning Standards. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the SIOP model in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from SIOP's model. The ESL Toolkit is utilized to support our ESL program.

Content teachers build English language development into their instruction. Teachers modify complexity in content so that students understand and can participate in classroom activities. Teachers do not rely solely on themselves as the sources of knowledge and learning, but encourage interaction among students and involve more proficient and less proficient students and involve paraprofessionals when applicable. The teachers encourage authentic and meaningful communication and interaction about course content amongst students, and between themselves and students.

Information is presented in varied ways. Teachers place the information in a context that is more comprehensible to the students using multiple media. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content comprehensible for our ELL students. Teachers incorporate visual reviews with lists and charts, paraphrase points where appropriate, and encourage students to provide oral summaries. In Social Studies and Science, the teachers utilize the Access ESL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after-school programs for all our ELL students. This year, we are continuing to implement a research-based learning program called Milestones as well as a new literature anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. The Pearson literature anthology includes online and print resources to help teachers differentiate instruction for their ELL students. We are continuing to implement Destination Reading, which we began during our Title I ESL summer program and are sustaining throughout this school year using the laptops we purchased from the grant funding as well as our computer labs and iPads. For our ESL-SWD students, we are also using Earobics Reach, which is designed to improve fluency, word recognition, and comprehension. Some classes also utilize English Now! for the beginner students to support them in writing development. Student success is recognized overtly and frequently.

ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills using fiction and non-fiction reading selections. They practice writing in different genres, such as personal narrative, fictional narrative, argumentative writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing. During state ELA tests, they also get third reading of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading, writing, listening, and speaking skills.

During the home language identification process, students are interviewed in English and their home language when necessary to assess their level of comprehension.

Instructional plans for SIFE, long-term ELLs, Newcomers, and alternative placement of Special Education ELLs will adhere to the current NYS/NYC academic curriculum while infusing Common Core Learning Standards (CCLS) with the following additions:

Instructional Plan for ELL Subgroups:
SIFE

A. Programming and Scheduling Information

First, SIFE students are tracked and placed in classes receiving extra AIS support with a lower student to teacher ratio. Students are encouraged to attend the extended day morning program and ESL after school program.

- Cooperative learning: struggling learners are paired with advanced learners in an effort to supplement their instructional achievement gaps.
- Activating prior knowledge: integrating skills and prior goals from IEPs in order to build on and address new skills.
- Visual prompting: using graphics and pictures to aid in comprehension and understanding of content.
- Role-playing: students perform for one another and the experience can give them the confidence as well as boost their language prowess.
- Reader's Theatre: gives students the chance to practice and develop positive attitudes toward reading.
- Assisted Reading: supportive "side-by-side" activity in which the teacher and student read aloud simultaneously from the same materials (aka Neurological Impress). Immediate feedback on academic language is provided, with an ultimate goal of fluent, silent reading.
- Native Language Instruction: allow students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

4-6 Year ELLs

The school will continue to implement the New York State ESL Standards in students' academic language development program and regular content area classes. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the Walqui and SIOP models in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from Walqui's and SIOP's models.

- Long term ELLs – Receive testing accommodations and specific instruction to NYSESLAT modalities that are hindering them from passing the NYSESLAT. Test sophistication strategies are reinforced daily.
 - o Cooperative learning: students will be grouped heterogeneously in order to provide them with leadership and learning opportunities, depending on the student level in the group.
 - o Reciprocal teaching: questioning, clarifying, predicting and summarizing are modeled to students and they are then encouraged to implement these comprehension strategies on their own, while reinforcing their decoding skills.
 - o Question Answer Relationship: provides students the opportunity to relate material in the text to their background knowledge.
 - o Elaboration strategies: engage students in thinking and reasoning strategies that they have been exposed to previously and are expected to master.
 - o Real-world relevance and application: students will be coached to use problem solving and reasoning to relate actual experiences to academic learning.
 - o Self-management of learning: provide motivation, tools, and skills to improve students' abilities to manage their learning needs.
 - Newcomers – Students are tracked as newcomers for 3 years and receive testing accommodations specific to their admit date. Before the beginning of the school, materials and programs are in place to differentiate instructions and better assist newly enrolled ELL students.
 - o Assessment of level: LAB-R exam is given, as well as benchmark, diagnostic content exams in order to assess English Language proficiency levels and content specific grade levels. These results are conducive to the specific instructional plan created for the students.
 - o Cooperative learning: students will be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their native language while helping them to learn social language, and then transition into academic language.
 - o Audio/Visual center: use of media to integrate curriculum in all academic areas. This gives the students visual context clues and aids, while reinforcing their listening skills.
 - o Visual prompting: teachers use teacher-student created visual aids, such as charts, pictures, graphical representations, creating a print-rich environment, and providing students with alternative and supportive ways of content comprehension.
- Native Language Instruction: allows students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

A. Programming and Scheduling Information

Our first time test takers are identified and tracked through our AIS program. These students receive small group instruction two to three days a week. These students are invited to participate in our after school ESL program, which provides test preparation.

- Special Education ELLs – Students are supported with the Wilson Reading Program. All special Education teachers are trained in Wilson to offer this support. Students receive proper testing accommodations.
 - o Individual Educational Plan (IEP): students identified as special needs will receive ESL services as mandated by their IEP.
 - o ESL mandated short and long term goals: ESL goals are aligned with NYS ELA, ESL, and CCLS standards as well as the LAP.

Transitional ELLs – Students who reached proficiency level on the NYSESLAT are identified using ARIS, R-LAT, and teachers differentiate instruction according to their needs. ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students’ critical thinking and comprehension skills, using fiction and non fiction reading selections. They practice different writing genres, such and personal narrative, fictional narrative, persuasive writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing. During state ELA tests, they will get third reading of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

- o Academic support: Aligned with classroom content curricula
- o Transition: Use ESL teachers pushing into identified, non-ESL designated classes to provide transitional services to decertified students.

Proficient students receive ongoing support. They are receiving their entitled testing accommodations. Additionally, during the state ELA test they receive a third reading of the listening selection.

Teachers of ELL-SWDs are using Destination Reading and Earobics Reach with their students. These web-based literacy programs address content, reading skills, fluency, word recognition, and comprehension. Earobics Reach differentiates based on the students’ reading levels, while Destination Reading exposes them to more rigorous, grade-level appropriate instruction. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. These classes have been programmed into our school’s computer labs to facilitate the use of these programs. Through this use of flexible scheduling, we ensure that these programs are meaningful and continuous for all students.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ESL services.

Courses Taught in Languages Other than English ⓘ

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

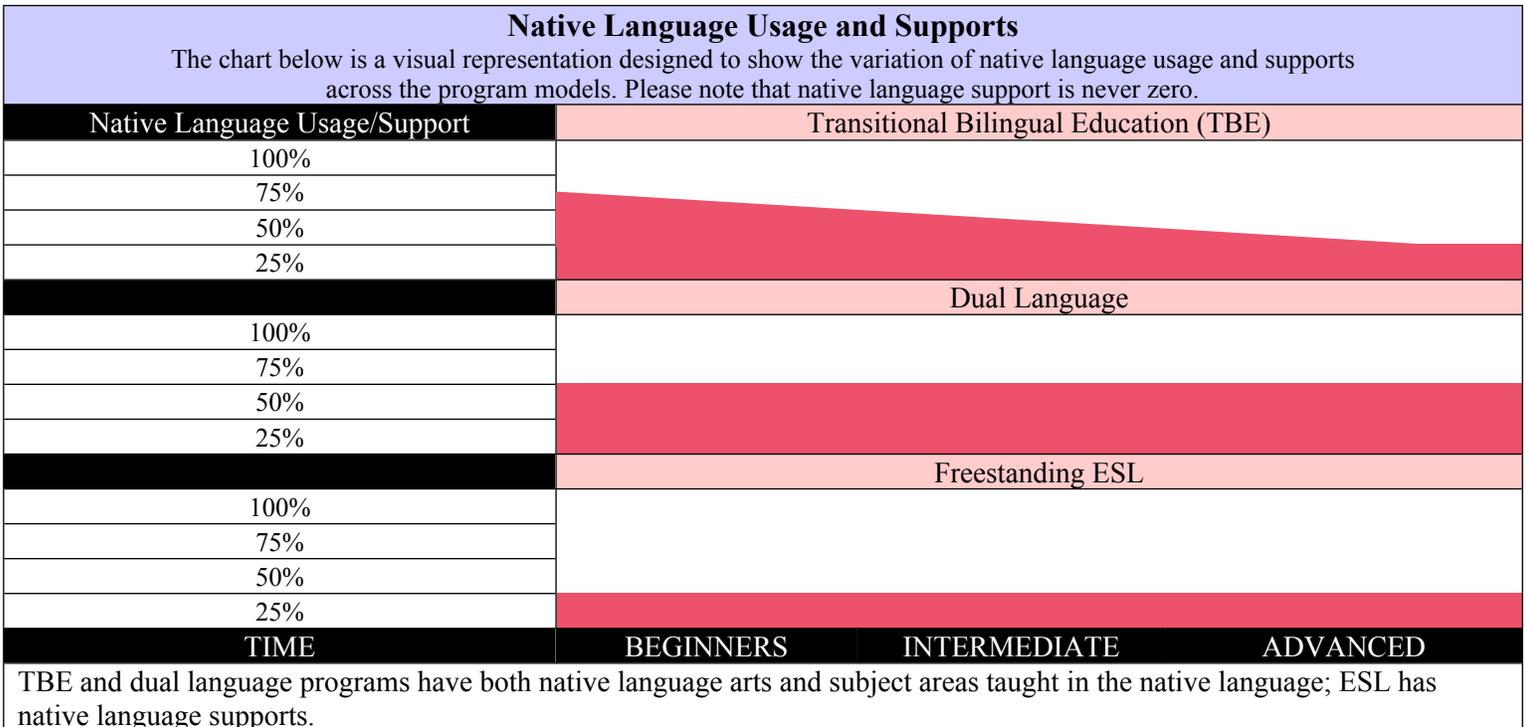
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

Program Model Description

Currently, the MS 137 curriculum model ensures that students are exposed to all core-subjects while receiving their mandated ESL services. Our educational program incorporates challenging content and well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the languages of instruction. Our ELLs are actively engaged in standards-based curriculum. All teachers of ELLs are well-versed in ESL standards in addition to their content area standards to promote language and literacy development using Common Core Learning Standards.

Students have been placed in classes based on NYSESLAT performance levels. Beginners and intermediate level students are placed in a co-teaching class. Instruction is delivered in English with appropriate native language support when necessary to improve basic comprehension of vocabulary and directions as well as to activate students' prior knowledge to help them make connections with the new content being delivered.

Native language support is provided for our ELL students. Our ESL model allows beginner ESL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed to promote a risk-free environment that is conducive to student language. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary. We do not provide transitional bilingual education or Dual Language programs.

ELL learners are serviced by NYS certified ESL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ESL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ESL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ESL/ELL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ESL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ESL teachers also collaborate with one another and content-area teachers on inquiry teams.

For the upcoming school year, we will continue using Milestones, which is a scripted curriculum. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the NYS ELA assessment.

Our former ELLs are identified using ARIS to ensure that teachers continue supporting them with appropriate scaffolding where needed. Students continue to receive testing accommodations for two years after reaching proficiency on the NYSESLAT. They are also invited to

take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through Century 21, SAYA, and M.S. 137 Title I funding.

ELL students are afforded equal access to all school programs. ELL students are identified in ARIS and placed in appropriate morning program classes. The parent coordinator actively reaches out to parents of ELL students to encourage the students to participate in our after school programs, such as our 21st Century Grant program. Additionally, letters are sent home inviting ELLs to participate in all after school programs. We also have a dedicated ESL after-school program that all ELL students are invited to participate in. MS 137 also hosts a yearly Cultural Extravaganza which ELL students are always part of to help the school celebrate our diverse cultures. The rationale and goal behind this is to support the students social, emotional, and intellectual development, as well as improve learning outcomes and foster engagement in the school community. The smaller student to teacher ratio provided in after school programs gives the students a more focused support and greater opportunity for remediation, which supports their engagement with grade-level appropriate texts during the school day.

Our ELL students take part in several after school programs and supplemental services supported through Title III funding. We have an academic intervention after school program specified for ELL Students. The students in this program are grouped by proficiency and serviced by an ESL certified teacher. In addition to their regular ESL hours, students will be pulled by a reading specialist who focuses on first-time test takers to provide support and instruction of skills necessary to succeed on the ELA assessment.

MS 137 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content accessible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. Access History is used by Beginners, Intermediates, and Advanced students. In Math, manipulatives and hands-on activities are used by all subgroups of ELLs. We offer an extended day program and after school programs for all our ELL students. We are also implementing Milestones, which ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach will provide language-acquisition and content knowledge crucial for academic success.

Technology is used to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. Teachers use teacher-student created visual aids, such as charts, pictures, and graphic representations, creating a print-rich environment to provide students with alternative and supportive ways to comprehend content. Additionally, many of the content area teachers use SMART boards, which help ELLs to visualize and comprehend the content. LCD projectors are also used to display PowerPoint presentations. Newcomers are encouraged to write in their native language so that the teachers get a clearer understanding of their level of comprehension and ability in their native language. This is then translated into English using Google translation tools. All student writing is valued and used as an entry point to motivate student engagement and participation. ELL classes have been scheduled in the computer labs to support the use of Destination Reading and Earobics Reach, computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

Content area instructional materials are utilized in the education of our ELL students as well. We use Access History, SRA Kits in ELA, manipulatives in Math, and glossaries in all content areas. This is used in conjunction with the language support materials to give our ELL students access to content knowledge as they acquire English skills.

All materials utilized by our ELL students are high interest, but tailored to their reading level and include age appropriate content. Additionally, native language libraries have been provided through the Office of ELLs and NYC DOE.

Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate in this. We also complete an inventory of materials to ensure that they are available. Our ESL teachers also meet prior to the beginning of the school year to identify potential ELLs.

Spanish is offered as a language elective for all students.

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.

Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL population. This includes guidance counselors, paraprofessionals, secretaries, parent coordinator, administrators, coaches, psychologists and speech therapists. The hours surpass the minimum of 7.5 hours. They are currently receiving high quality staff and curriculum development through internal and external providers. Our CFN (210) and the Office of ELLs provides monthly professional development, and selected staff members turn-key to build capacity. We are focusing on differentiated instruction and collaborative data inquiry from administration and staff developers. This year, we have also introduced Webb's Depth of Knowledge and the Cognitive Rigor Matrix. ELA, Math, Social Studies, Science and Spanish teachers will attend QTEL training and our ESL teachers will attend the QTEL Curriculum Enhancement Institute. All members of the school community will be attending meetings and workshops offered for ESL through our CFN 210. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks are offered at MS 137. Professional development on using ELL and differentiating instruction resources are offered periodically, and all ELL personnel are committed and contribute to these PDs regularly.

The resources utilized are: Differentiating Instruction by Carol Tomlinson, Learning to Learn in a Second Language, Scaffolding Language, and Scaffolding Learning by Pauline Gibbons as well as Teaching Second Language Learners in the Mainstream Classroom, and Bringing Words to Life by Dr. Isabel Beck. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice of identifying and implementing different ESL strategies with ELL students.

Our school provides support for the staff to assist ELLs as they transition from one school level to another through open school night, Career Day, assemblies, and support from the guidance counselor. Presenters from area high schools come and explain the various programs that are available at their schools. The parent coordinator and guidance counselor support parents in completing the high school application. Career Day takes place each year and supports the importance of college and career readiness and the importance of a strong high school education.

A professional development binder is maintained containing all of our ESL professional development logs that include teacher signatures and agendas. The ELL training of all staff exceeds the minimum of 7.5 hours for the school year. Also, the school has a record of all intervisitations amongst the staff so as to compile feedback that may be used for future professional development. Additionally, an outside professional development specialist, Joe Cantara, mentors new teachers and includes a minimum of 7.5 hours of ELL training.

E. Parental Involvement

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

Parental Involvement

Parents will be invited to attend workshops with the ELL teachers. Parent Orientation meetings are ongoing throughout the year to support our enrollment. To evaluate the needs of our ELL parents, an oral interview is conducted at the end of the meeting surveying them to ascertain topics for future parent meetings and informing school expectations. Translators are available to facilitate this process. The ESL Toolkit is utilized to support any needs in our ESL department. The ESL assistant principal, ELL service providers, literacy and math coaches and parent coordinator will conduct presentations guiding parents through the process of assessing their child's progress, especially using the ARIS Parent Link, and teaching them about the programs utilized by our ELLs. Additionally, we have published a monthly parent newsletter titled "The Hero" to keep parents abreast of current and upcoming information. In addition all resources are available on our school website. Strategies and support will be offered and provided in collaboration with administration, coaches, and the parent coordinator.

Our main objective is to increase parental involvement, and strengthen the relationship between home and school. We will invite parents on the cultural excursions along with the students. We will take part in various trips in New York City, such as visiting Ellis Island, the Metropolitan Museum of Art, etc. to promote cultural literacy and instill core knowledge.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							17	15	11					43
Intermediate(I)							16	11	24					51
Advanced (A)							16	21	11					48
Total	0	0	0	0	0	0	49	47	46	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							10	13	4				
	I							8	3	7				
	A							23	29	18				
	P							8	2	17				
READING/ WRITING	B							15	14	11				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I							18	10	24				
	A							14	14	11				
	P							2	9	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	17	1	0	28
7	15	13	0	0	28
8	19	14	0	0	33
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	2	6	8	11	2	6	2	1	38
7	4	6	10	3	7	5	0	4	39
8	6	7	20	4	0	1	0	1	39
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	23		25		25		6		79
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Several tools are utilized to assess the early literacy skills of our ELLs. These include Fountas and Pinnell, Scantron Performance Series, the RAI (Reading for Analysis and Instruction) exam, as well as teacher conferences and short writing tasks administered early in the school year. The results of these assessments revealed that students struggle with decoding words in English. The writing tasks revealed that overall, the students struggle with adhering to conventions of standard written English. These observations are supported by the NYSESLAT data.

We received a B on our most recent school report card. The NYSELAT levels indicate that more students are having difficulty with the reading and writing component on the test. In examining the school's NYSESLAT and LAB-R results, we have determined that 70 students out of 142 of the school ELL population is Advanced, 18 out of 142 is Intermediate, and 27 out of 142 is Beginning in listening and speaking. We determined that 27 out of 142 students have reached the Proficient level in these two areas. In contrast, the reading and writing levels are lower. We determined that 39 out of 142 are at the Advanced level, 52 out of 142 are at the Intermediate level, and 40 out of 142 are at the Beginning level in these areas. In addition, 11 out of 142 have reached the Proficient level in reading and writing. In order to address these results, we identified programs that would reinforce the weaker modalities and support the others.

The school leadership and teachers dissect the data during departmental meetings, as well as data inquiry and teacher team meetings, identifying critical areas of need, areas of challenge and strengths. The ELL Periodic assessment tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. It is challenging this to compare to the listening component of the NYSESLAT, which we used to determine our need of rigorous tasks to support critical thinking. The data gathered from this assessment is used as a common indicator of student growth and is used to create differentiated lesson plans addressing individual student needs. The students have typically performed far better on the reading and writing portion of this assessment.

Out of 89 ELL students who sat for the ELA exam, 10 scored at level 1, 17 scored at Level 2 and 1 scored at Level 3 and 0 scored at Level 4 in Grade 6. In grade 7, 15 student scored at level 1, 13 scored at Level 2, 0 scored at Level 3 and 0 students scored at level 4. In Grade 8, 19 students scored at level 1, 14 scored at Level 2, 0 scored at Level 3 and 0 student scored at level 4. Out of 116 ELL students who sat for the math exam, 8 students scored at level 1, 19 students scored at level 2, 8 students scored at level 3 and 3 students scored at level 4 in Grade 6. In Grade 7, 10 students scored at level 1, 13 students scored at level 2, 12 students scored at level 3, and 4 students scored at level 4. In Grade 8, 13 students scored at level 1, 24 students scored at level 2, 1 students scored at level 3 and 1 students scored at level 4.

Our ELL students did not make enough progress in ELA on the 2011 NYS ELA assessment, therefore we did not meet our AMO and make AYP. Overall, due to the change in the scale score and greater number of questions, a large number of students, including ELLs, did not make enough gains.

Out of the students who took the Grade 4 NYS Science test, 23 scored Level 1, 25 scored Level 2, 25 scored Level 3, and 6 scored Level 4.

As we look at the elementary Science results of our ELL students, we notice a large number of 1s and 2s. We will focus on these students using appropriate materials and instructional strategies in the content areas in order to raise these scores by the 8th Grade assessment.

As a result of this data analysis, our school goals for these areas are focusing on strengthening writing, vocabulary development, grammar, higher-order questioning, English language instruction and high academic achievement. Materials were purchased from Great Source and Milestones to support our ELLs in content area subjects as well. These materials include: Access English, Access Science and Access – History and World History and Newcomers. ESL libraries are content and age appropriate. Native language books are used for support. Special leveled libraries are utilized, i.e., Fluency Theater, with color-coded leveling. Additionally, we are continuing to implement Milestones Research-Based Learning Strategies to foster student achievement. As a result of the performance levels dropping, we purchased the Pearson Language and Literacy Anthology to support grade-level appropriate curriculum that allows for scaffolding for our ELLs.

The current LAP is a result of collaborative inquiry and planning for instruction. The team revisits the LAP quarterly to make certain that the plan still addresses the needs of the ELLs in the building. The team gauges the effectiveness of the plan by analyzing content benchmark standardized exams, periodic assessments, ESL student evaluations, and classroom alternative assessments, i.e. portfolios. Teacher instruction is also reviewed and supplemented to support the LAP in every aspect of instructional practice.

Evaluation of the strategies suggested in the LAP will continue to be a part of the school review process. The language allocation policy will be disseminated to the entire school community to encourage a discussion of its effectiveness.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>America's School of Heroes</u>		School DBN: <u>27Q137</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Mastrogiovanni	Principal		11/16/11
Elizabeth Orsini-Fox	Assistant Principal		11/16/11
Lois Avellino-Bruno	Parent Coordinator		11/16/11
Manal Moussa	ESL Teacher		11/16/11
Corey Blanco	Parent		11/16/11
Jennifer Fontanez	Teacher/Subject Area		11/16/11
Suzanne Vollaro	Teacher/Subject Area		11/16/11

School Name: America's School of Heroes

School DBN: 27Q137

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Potwardski	Coach		11/16/11
Elaine Kelly	Coach		11/16/11
Christine Chioffe	Guidance Counselor		11/16/11
Joanne Brucella	Network Leader		11/16/11
Melissa Onorato	Other <u>ESL Teacher</u>		11/16/11
Michael Roll	Other <u>ESL Teacher</u>		11/16/11
Carmen Salva	Other <u>ESL Teacher</u>		11/16/11
Kelly Hullah	Other <u>Related Services</u>		11/16/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q137 **School Name:** America's School of Heroes

Cluster: 2 **Network:** 210

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs begin with the various ATS reports such as the RHLA (disaggregated home language report) and RCPL identifying written and oral languages spoken at home. In addition, we are distributing the Preferred Language Form provided by the Department of Education three times per year to all parents. Their language preferences are documented on a spreadsheet that is updated periodically. When we have a new admission to our school, the parent is provided with this form and their preferences are indicated on the spreadsheet. We have also identified members of our school community who are able to communicate orally to parents when needed to support their understanding.

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.

Based on the completed Preferred Language Forms and RCPL, there are seventeen languages (not including English) spoken by parents. Approximately 70% prefer English, 16 % prefer Spanish, 6% prefer Punjabi, and 1 % prefer Bengali. The other languages are preferred by less than one percent and include languages such as Chinese, Hindi, French, Tagalog, Pashto, and Slovak. The parents consistently requested oral and written communication in these languages. This data is reported to the faculty periodically during faculty conferences. A letter to staff members describing the Translation and Interpretation Unit from the DOE Office for Family Engagement and Advocacy was also provided.

Part B: Strategies and Activities

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

We use translated letters/documents that are provided by the Department of Education under family resources. When a translated letter is not provided or the school needs a letter translated, we use school staff/parent volunteers and/or a translating application such as Google Translate (which is then checked by a staff member). These methods meet the needs identified in Part A by encompassing all languages represented at our school.

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

We have oral translators identified. We have ensured that we have a translator available for each of the languages preferred by the parents. This list of translators is updated periodically. These interpretation services are provided by members of our school community. The teachers were also provided with information regarding the Translation and Interpretation Unit, which provides free over-the-phone or e-mail interpretation services to help communicate with non-English speaking parents/guardians.

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>.

Chancellors Regulation A-663 requires that schools provide timely translation and distribution of critical communications into the covered languages including registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English language learner or non-standard academic program and transfers and discharges. We are in compliance with this requirement using our translators and DOE-supplied translation services.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: America's School of Heroes

DBN: 27Q137

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers:

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:

Middle School 137 first implemented a co-teaching program during the 2011-2012 school year, and we are continuing this model for the 2012-2013 school year as well. There are six 6th grade co-teaching and/or push-in classes, six 7th grade co-teaching and/or push-in classes, and six 8th grade co-teaching and/or push-in classes, which include ICT and self-contained special education classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT. There are 142 ELL students placed in these classes. There are 49 in Grade 6, 47 in Grade 7, and 46 in Grade 8. Out of the 142 ELL students, 23 currently (and 4 former ELLs) are also identified as SIFE (Students with Interrupted Formal Education), 98 are identified as Newcomers, and 10 are identified as Long-Term ELLs. We have 34 ELL students who have been receiving services for 4-6 years. We also have 23 ELL students who are also identified as Special Education.

The NYSELAT levels of our ELL population indicate that more students are having difficulty with the reading and writing component on the test. In examining the school's NYSESLAT and LAB-R results, we have determined that 70 students out of 142 of the school ELL population is Advanced, 18 out of 142 is Intermediate, and 27 out of 142 is Beginning in listening and speaking. We determined that 27 out of 142 students have reached the Proficient level in these two areas. In contrast, the reading and writing levels are lower. We determined that 39 out of 142 are at the Advanced level, 52 out of 142 are at the Intermediate level, and 40 out of 142 are at the Beginning level in these areas. In addition, 11 out of 142 have reached the Proficient level in reading and writing. In order to address these results, we identified programs that would reinforce the weaker modalities and support the others.

Out of 89 ELL students who sat for the ELA exam, 10 scored at level 1, 17 scored at Level 2 and 1 scored at Level 3 and 0 scored at Level 4 in Grade 6. In grade 7, 15 student scored at level 1, 13 scored at Level 2, 0 scored at Level 3 and 0 students scored at level 4. In Grade 8, 19 students scored at level 1, 14 scored at Level 2, 0 scored at Level 3 and 0 student scored at level 4. Out of 116 ELL students who sat for the math exam, 8 students scored at level 1, 19 students scored at level 2, 8 students scored at level 3 and 3 students scored at level 4 in Grade 6. In Grade 7, 10 students scored at level 1, 13 students scored at level 2, 12 students scored at level 3, and 4 students scored at level 4. In Grade 8, 13 students scored at level 1, 24 students scored at level 2, 1 students scored at level 3 and 1 students scored at level 4.

We have not yet received our state report card for the 2011-2012 school year, however, we are now in the process of utilizing the AMAO Estimator Tool to determine the progress of our ELL population...Formerly, our ELL students did not make enough progress in ELA on the 2011 NYS ELA assessment, therefore we did not meet our AMO and make AYP for that year. Overall, due to the change in the scale score and greater number of questions, a large number of students, including ELLs, did not make enough gains.

As a result of this data analysis, our school goals for these areas are focusing on strengthening writing, vocabulary development, grammar, and responding to higher-order questions. These are areas we plan to address in our after-school ESL program.

Part B: Direct Instruction Supplemental Program Information

Our ELL students will be invited to attend our ESL After-School Program. All ELL students in grade 6-8 will be invited, including students in all subgroups. This program will commence November 27, 2012 and run until May 9, 2013 on Tuesdays and Thursdays from 3 p.m. to 5 p.m. for 40 sessions. This program is exclusive to our ELL population. The two teachers working with the students are highly qualified and licensed in ESL. There will be two classes of approximately 20 students. The materials that will be utilized are Reader's Theatre, Quickreads, leveled literacy book sets, and Samson's Classroom, which is a technology-based program to support our ELLs with English proficiency with a focus on listening. Additionally, Destination Reading and Earobics Reach will continue to be utilized to support literacy, vocabulary, fluency. Destination Reading was initially purchased for use during our 2011 Title I summer program and is being sustained using our laptops and iPads as we have lifetime licenses for these programs. We plan on purchasing additional technology and headsets to further support these programs. Instruction will be delivered in English with the students' native languages used as a support. We will also incorporate journaling activities and personal narratives to support the acquisition of artistic impression and academic vocabulary. Scantron Performance Series will be used as an assessment tool and will be administered at least three times over the course of the school year.

Our ESL data specialist and literacy coach will plan curriculum and facilitate the implementation of the program. The ESL data specialist and the supervisor will act as a direct link to parents, regularly monitor attendance, and remain with students until all are dismissed.

Part C: Professional Development

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: Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL students. The hours surpass the minimum requirement of 7.5 hours. After analyzing the NYSESLAT and state assessment data, we have realized that intensive professional development in data analysis, ELL data, and differentiated instruction strategies are needed for our teachers of ELLs. Additionally, teachers receive ongoing professional development through the Office of ELLs on topics such as the Common Core Learning Standards.

Professional Development workshops will be delivered to certified ELL teachers and content area teachers who work with our English Language Learners. It will be conducted by the ESL assistant principal and literacy coach. Workshops are scheduled and will focus on differentiated instruction and inquiry team strategies and use of data. Workshops will be followed by a viewing of each teacher's lesson followed by a discussion on how workshop information and strategies were introduced in the teacher's classroom. The final session will serve as a summary and closure for the work covered with teachers.

Professional Development Calendar:

September/October - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration
- Building Vocabulary for ELLs-focus on strategies to improve their reading, writing, listening and speaking skills.

- Strategies to engage beginner ELL students.

- ELL Periodic Assessment

- Teacher Teams

November/December - Certified ELL teachers, core subject teachers of ELLs, coaches, administration

- Teacher Team implementation of differentiated Instruction/Collaborative Inquiry Spaces – Focus Questions – setting and resetting goals based on data to develop best practices.

- Using Scantron Performance Series results to support differentiation.

- Scaffolding techniques for CCLS Performance Tasks

January/February - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Building Vocabulary for ELLs – Tiered vocabulary

- Implementing quick writes

- Pre-assessment data (NYS ELA practice test)

March/April - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Tiered Vocabulary-NYSESLAT/ELA/Math Test Prep to differentiate the instruction of test-taking skills and strategies.

- The new NYS ELA and Math test formats

- Teacher Team Strategies

Part C: Professional Development

May/June - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration
- Tiered Vocabulary
- Analyzing ELA and Math Data to create goals for the next school year.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Last year, the ELA department hosted several workshops for parents. Many of these were designed to increase parental awareness of the new format of the state ELA assessment and the Common Core Learning Standards. Several parents of ESL students attended these workshops where they learned strategies they can implement at home to promote literacy and academic success. This year, we are expanding these workshops to include both informational sessions and learning opportunities. We will continue to work with parents to help them understand the new learning standards and how these will correlate to college and career readiness. We will provide with support to understand the CCLS instructional shifts in ELA/Literacy and Math. We will also help parents to understand the curriculum their children are learning as well as how student work is assessed. We will also host workshops that focus directly on writing, including the school-wide standards-based writing rubric as well as how to compose an essay. Parents will be invited to participate in our annual Career Day and attend High School night where they can discuss opportunities for their children beyond middle school. The rationale behind each of these activities is to promote family engagement in learning and encourage parents to be equal partners in their children's education.

Parents meetings will be held approximately every six weeks and be conducted by the ESL assistant principal, literacy and math coaches, and parents coordinator. Parents will be notified of these activities by letters sent home as well as "The Hero," our monthly parents newsletter. We have taken a parent survey of preferred language of correspondence and will use the preferred language when sending notices. We have also identified staff and other volunteers capable of acting as translators for parents.

Part E: Budget

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

Allocation Amount: \$17348

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$17348

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		