



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE THOMAS C. GIORDANO MIDDLE SCHOOL 45

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X045

PRINCIPAL: ANNAMARIA GIORDANO

EMAIL: AGIORDA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODY MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Annamaria Giordano | *Principal or Designee | |
| Tim Wilson | *UFT Chapter Leader or Designee | |
| Carmen Rentas | *PA/PTA President or Designated Co-President | |
| Robyn Cutler | 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 | |
| Steve Lawson | Member/Teacher | |
| Joan Ingram | Member/ A.P/Chair of SLT | |
| | Member/ | |
| Yokayra Fernandez | Member/Parent | |
| Manuela Medina | Member/Parent | |
| Refugia Munoz | Member/Parent | |
| Maria Victorio | Member/Parent | |

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As stated in the NYSED/NYCDOE Joint Intervention Team Report conducted in May 2010, The Principal and APs should revise the method they use to conduct formal observations to include a narrative and individualized targeted feedback for the purpose of improving instructional practices in the classroom. This should be on-going so that professional growth can be measured and aligned to student achievement and school goals. (page 4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

80% of our teachers will move a minimum of one competency rating in the areas of 3b - Questioning and discussion techniques, 3c - Engaging students in learning and 3d - Effective assessment on Danielson's Framework for Teaching by June 2013.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1: a) Implement school wide use of Danielson's Framework for Teaching including a minimum of six formative classroom observations with specific actionable feedback in identified student competencies. Teachers will receive professional development in the Framework on the focus competencies in September 2012. Through Administrative observation cycles and the sharing of feedback on ARIS as part of the Teacher Effectiveness Program (TEP) teachers will gain a better understanding of questioning and discussion techniques, student engagement and assessment. Our talent coach will also provide professional development as will our network support staff. Through a shared lens of effective instruction practices we will use the Framework during teacher team meetings to norm our views on the competencies. Administrators will receive training from TEP staff throughout the year and have the support of the talent coach to help rate teacher practice and offer actionable feedback.

b) Personnel includes teaching staff, administrators, talent coach and network staff

c) A minimum of three observations will be conducted prior to the mid-year (MY) conversations with teachers. At the MY teachers will see and discuss with administrator where they are trending and an action plan for improvement. A team of teachers and administration was established that will meet quarterly to offer feedback on framework and TEP process. Discussion at the end of the year between teacher and administrator to evaluate progress.

d) September 2012-June 2013

Activity #2: a) Evaluate progress for teachers using tools in ARIS and the mid-year conversation to ensure implementation of TEP is on track. Various tools in ARIS including administrator dashboards and school at a glance placement on the varied competencies will inform principal and APs on how the school as a whole

is trending. The MY conversation will offer teachers and administrators the opportunity to collaborate as we look at student data, student work and the TEP observations. A goal is to move the teacher towards effective ratings especially in the areas of 3b, 3c and 3d. Using ARIS we can track teacher progress and discuss an action plan that will push the teacher to move further. During weekly cabinet meetings we discuss teacher observations and look at the data in ARIS to help us decide what we need to offer the teachers for professional development.

b) Personnel includes teaching staff, administrators, talent coach and network staff

c) Mid-year conversations, weekly conversations in cabinet meetings on observations and teacher progress. Evaluate the competencies and how teachers are rating to make decisions on professional development offerings.

d) September 2012-June 2013

Budget and resource alignment

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

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

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

Service and program coordination

• 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).

TI Priority/Focus SWP – PD at Teachers College for literacy development – 5 days

TI Priority/Focus SWP – coverages for out of school pd at teachers college – 20 coverages

TI Priority/Focus SWO – SMARTBoard training – Educational Consultant – Maria Fico – 6 days

areas of strength or weakness or to evaluate if the plan that produced the work was evidence of a common core aligned task. Students write benchmark assessments aligned to common core standards every other week. These benchmarks are evaluated by teachers on a rubric and used to determine areas of strength, weakness and reveal any need for re-teaching. Same process is conducted for the final writing piece of each unit of study. During content meetings or TTM teachers including those of ELL and SWDs share their findings and seek collegial support in determining next steps for teaching using an inquiry approach.

b) All ELA teachers, including ELL and SWD teachers, Literacy Coach, instructional facilitators

c) Benchmark assessment reporting forms are collected and trends analyzed across class and grade level by administrator and coach. Targets identified include movement of students to higher levels on the rubric. Evidence in lesson plans for differentiated grouping based on findings from benchmarks or final writing pieces.

d) TTM occur twice in a four week cycle. Content meetings occur once a month.

Activity #3 a) Teachers including those that teach ELL and SWDs engage in the analysis of student data using set protocols designed to either understand student areas of strength or weakness or decide if re-teaching needs to occur. Students take a unit assessment as one of the culminating activities. Data from this assessment is reviewed by the teacher and a data driven instruction planner (DDIP) is completed where teachers are accountable for analyzing the data set for students who are showing mastery or are at-risk regarding the standards taught for that unit.

b) All ELA teachers, including ELL and SWD teachers, Literacy Coach, instructional facilitators

c) The DDIP identifies students who scored at different levels on the unit assessment. It shows which students will benefit from targeted intervention, teachers incorporate this information as evidenced by groupings and rationale noted in lesson plans.

d) TTM occur twice in a four week cycle. Content meetings occur once a month.

Budget and resource alignment

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

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

Service and program coordination

- 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).

Title III – BETAC consultant – Jane Pers

Title 1 Priority/Focus SWP – 1F status 3 days – 1/2/13 -4/8/13 and 1 F status 3 days– 3/5/13 -6/29/13

Title 1 Priority/Focus SWP – purchase school wide access – IREADY Diagnostic and Instruction (Educational Software)

Title 1 Priority/Focus SWP – purchase hardware to support application and use of software/data collection and analysis

Title 1 Priority/Focus SWP – supplies headphone for computers, classroom books, calculators

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As stated in the NYSED/NYCDOE Joint Intervention Team Report conducted in May 2010, Enlist the assistance of the Regional Special Education Technical Assistance Support Center (RSETASC) and BETAC to address and support instruction in ELA and science and effective co-teaching strategies for integrated settings and other inclusionary environments. (page 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

All ELA and science teachers including those with ELLs and SWD will participate in professional development centered on multiple points of access and addressing student strengths and needs to support instruction with a Network Support Specialist, BETAC consultant or through in house support staff by June 2013.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Activity #1: a) Professional development sessions with Network Support Specialist (NSS) for ICT teachers with topics to include: lesson planning and backwards planning, implementing curriculum map and CCLS with Universal Design for Learning, varying ICT models of instruction, grouping based on data, looking at student work. Specialist observes and debriefs with teachers.

b) ICT teachers in ELA and science classrooms, NSS, coach

c) Progress monitoring provided by classroom visits from administration, looking at lesson plans and analyzing data from these classes

d) Visits occur once a week December 2012 – February 2013

Activity #2 a) Professional development sessions with BETAC consultant for ELL and science teachers topics to include : assisting content teacher in the use of ESL strategies that provide scaffolding and promote language acquisition, support language building with the use of visuals, assessment and checks for understanding, grouping based on data

b) ELL teachers for ELA and Science, BETAC consultant, coach

c) Progress monitoring provided by classroom visits from administration, looking at lesson plans and analyzing data from these classes

d) Visits occur once a week October 2012 – January 2013

Budget and resource alignment

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

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

Service and program coordination

- 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).

Title III – BETAC consultant – Jane Pers

Title 1 Priority/Focus SWP – 1F status 3 days – 1/2/13 -4/8/13 and 1 F status 3 days– 3/5/13 -6/29/13

TI Priority/Focus SWO – SMARTBoard training – Educational Consultant – Maria Fico – 6 days

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As stated in the NYSED/NYCDOE Joint Intervention Team Report conducted in May 2010, The school has an inviting school environment, where students are valued and show appreciation for the learning environment. (page2)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Middle School 45 will use Positive Behavior Interventions and Support (PBIS) as an overarching system to decrease student behavior referrals by 7% as evidenced by the School Wide Information System (SWIS) reporting system by June 2013 thus sustaining social and emotional developmental health.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activity #1 a) Meet as entire staff to restructure the school-wide procedures and protocols so that all teachers hold students to the same expectations. Teachers met as teams within their mini-school in June 2012 to discuss classroom non-negotiables. Teachers came to consensus and submitted their ideas. The principal worked to incorporate all feedback and formulated the school-wide procedures and protocols which are prominently displayed through all parts of the building. A classroom noise rubric was also adopted.

b) Entire staff including administrators

c) Principal and APs conduct walkthroughs to ascertain if teachers are holding students to these expectations. Teachers meet in mini-schools once monthly in part to review this information and trouble shoot if needed. Deans review SWIS data with administration who then follow up when referrals relate to the classroom procedures.

d) Meeting with mini-school once a month meeting with dean and administrators is once a month. Feedback to teachers is on-going.

Activity #2 a) Continue our work from last year in implementing with fidelity the PBIS system. This includes offering students an incentive with starbucks to earn 'money' to shop at school store or to purchase class incentives like a trip. Meeting once a month with PBIS team comprised of teacher representatives, administrators and deans to hear what is working and what needs to be addressed. Referring students to the STAR behavior matrix which shows students how to conduct themselves like responsible students throughout the building. Institute the check-in check out mentoring system for students who do not respond to the PBIS incentive as a means of giving our more challenging students an adult mentor who they see twice a day for goal setting in the morning and a review of their day in the afternoon.

- b) Entire staff, administration, deans
- c) Deans will bring SWIS data to the PBIS meeting to see which students have more behavior referrals and team strategizes how to reduce this number, deans meet with administration to review SWIS for at-risk students and a plan is made to put interventions into place for these students.
- d) Implementation is across the 2012-2013 school year with monthly meetings occurring and on-going interventions

Activity #3 a) Provide professional development to teachers who show a need for and who have an interest in a deeper level of behavior management through in-house support from guidance, social workers and the PPT team in addition to Therapeutic Crisis Intervention (TCI) course work. Work on full implementation of PBIS. Teachers who request additional support or who by their referrals to SWIS show the current systems are not enough to maintain an environment that sustains social and emotional growth will have classroom observations with a member of guidance staff or SAPIS worker who will then offer recommendations for improvement and behavior management. The PPT team will work in unison with classroom teacher to develop set strategies to help our more behaviorally challenged students.

- b) Teachers, guidance, Sapis, deans, Administrators
- c) Monitor SWIS reports for our most at-need students and number of referrals. Review SWIS for teachers who have a high incidence of occurrences so we can send personnel to support their efforts.
- d) review of SWIS and support from guidance on-going, TCI PD January-February 2013, formation of PPT team-February 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- 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).
 Title 1 Priority 1 Focus SWP – Bullying Prevention – 1 assembly
 Title 1 Priority Focus SWP – Expanded Learning Time – per session – 3 teachers x 2 days/week x 1hour/day, 17 teachers x 1 day/week x 1 hour/day from 12/15/12 – 4/10/13 supervisors – 17 days x 1.5 hours/day – principal 17 days x 1.5 hours/day

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As stated in the NYSED/NYCDOE Joint Intervention Team Report conducted in May 2010, The recommendation from the JIT regarding family and community engagement is to share page 6 (individual student performance reports) of the IEP with parents (page 5). Under school strengths the JIT states: MS 45 has strong community involvement and partnerships with community based organizations. In looking at the school environment survey from 2011-2012, it reveals that we scored low in Communications (6.2) which showed a decrease of .02 from the previous year and a score of 6.7 in Engagement which was a .1 decrease from the previous year. Therefore since the first recommendation has already been addressed in the year following the JIT which was last year, we look to other data sources for Goal #6 and will use the strength from the JIT findings coupled with the School Environment Survey to leverage our community ties in fostering parent engagement.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Middle School 45 will partner with families and community agencies such as Career Visions and Beacon to promote and provide professional development to support student success as evidenced by 50% of parents signing up for Engrade and a 10% increase in participation at workshops sponsored by the Parent Coordinator and/or PA by June 2013

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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) staff 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 a) Provide parents with increased access to student progress by instituting school-wide policy that grades and progress reports are logged into Engrade. Teachers will provide parents with login information prior to and again at Parent Conferences. The parent coordinator will schedule workshops for parents so they are able to access the system and keep informed about their student's performance. The professional development provided during these workshops will go beyond general information about Engrade. It will give parents strategies for helping students with their homework and study skills. The Literacy Coach partnered with the Parent Coordinator to provide these services. Parents will also get a better understanding of the grading policy. Engrade is typically free, but an option was

purchased which will allow parents to receive emails regarding student grades, assignments, attendance and discipline referrals. Messages will be sent via engrade to parents in an effort to enhance communication.

b) Parent coordinator, Literacy Coach, administrators, teachers

c) We will monitor the number of parents who sign up for Engrade and if necessary continue to offer workshops throughout the year.

d) September 2012 – all teachers use Engrade to record assignments and grades, November 2012 –drive for parent access via log in information provided by school. January 2013 - begin implementation of parent email system

Activity #2 a) Partnership with FLAME company to enhance parent engagement through the following workshops:

How to help your children increase their vocabulary

How to talk so teens will listen and listen so teen will talk

How to get ready for parent-teacher conference

Family Math Games

How to help your children understand what they read

Math is Everywhere, even in children's literature

Homework, I'll Do It Later

Communication is Crucial

c) Attendance sheets will be kept for the meetings and if at least a 10% increase is not evident we will promote the events with more effort to reach or exceed the goal. We will use the family worker in her many interactions with parents throughout the day to publicize the workshops similarly the guidance and office support staff will engage parents in mentioning and inviting them to the events. Flyers will be backpacked.

d) workshops to begin January 2013

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Parent Involvement
 Parent Engagement

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).

Parent Involvement

Parent Engagement

21st century grant

Title 1 Priority/Focus SWP – purchase school wide access – IREADY Diagnostic and Instruction (Educational Software)

Title 1 Priority/Focus SWP – purchase hardware to support application and use of software/data collection and analysis

Title 1 Priority/Focus SWP – supplies headphone for computers, classroom books, calculators

ACADEMIC INTERVENTION SERVICES (AIS)

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

| Type of Academic Intervention Services (AIS) | Description | | |
|--|--|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | <ul style="list-style-type: none"> • Star Groups: Intervention for ELA and Math based on strategy area needed, assessments 2 times a week every other week. All level 1 students, ELL and Special Ed are part of Period A. Any level 1 is placed in a STAR group with teachers who have demonstrated success in helping students make progress • Just Words/Wilson reading intervention strategy targeted to SWD's • Title III Saturday program for ELL students 65 students participate • Title III weekday program • TIER I classroom | <ul style="list-style-type: none"> • Small group • Small group • Small group • Small group | <ul style="list-style-type: none"> • During extended day • Two groups after-school during Focus Academy. Two groups during the school day • Four Saturdays • Once a week beginning in February • 2-3 periods a week |

| | | | |
|-------------|---|--|--|
| | <p>teacher: intervention groups based on Unit Assessment Area of Need</p> <ul style="list-style-type: none"> • Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD's and ELLs • ESL: Differentiated instruction within ESL period • Focus Academy • Out of classroom personnel delivering targeted intervention | <ul style="list-style-type: none"> • Small group, one to one, whole class • Small group, one to one, whole class • Small group • Small group | <ul style="list-style-type: none"> • On going • On going • Once a week after school from December-May • 2-3 periods a week |
| Mathematics | <ul style="list-style-type: none"> • Star Groups: Intervention for ELA and Math based on strategy area needed, assessments, 2 times a week every other week. All level 1 students, ELL and Special Ed are part of Period A. Any level 1 is placed in a STAR group with teachers who have demonstrated success in helping students make progress • Title III Saturday program for ELL students 65 students participate | <ul style="list-style-type: none"> • Small group • Small group | <ul style="list-style-type: none"> • During extended day • Four Saturdays |

| | | | |
|----------------|---|--|---|
| | <ul style="list-style-type: none"> • Title III weekday program • TIER I classroom teacher: intervention groups based on Unit Assessment Area of Need • Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction • Focus Academy • Out of classroom personnel delivering targeted intervention | <ul style="list-style-type: none"> • Small group • Small group • Small group, one to one, whole class • Small group • Small group | <ul style="list-style-type: none"> • 2-3 periods a week • Once a week beginning in February • On going • Once a week after school from December-May • 2-3 periods a week |
| Science | <ul style="list-style-type: none"> • Master Teacher Program • Differentiated Instruction practices • Infusion of ELA strategies including RAFT and strategy incorporation related to ELA curriculum map • Construction of lesson plans that are tiered to the low, middle, and high end students in each class. • Assessments to measure student growth and progress | <ul style="list-style-type: none"> • Small group, tutoring, class size reduction • Small group, one to one, whole class • Small group, one to one, whole class • Small group • Small group, one to one, whole class | <ul style="list-style-type: none"> • Daily support of student teacher • On-going • On going • On going • On going |
| Social Studies | <ul style="list-style-type: none"> • Differentiated | <ul style="list-style-type: none"> • Small group, one to one, | <ul style="list-style-type: none"> • On-going |

| | | | |
|--|--|--|---|
| | <p>Instruction practices</p> <ul style="list-style-type: none"> • Infusion of ELA strategies including RAFT and strategy incorporation related to ELA curriculum map • Construction of lesson plans that are tiered to the low, middle, and high end students in each class. • Assessments to measure student growth and progress | <p>whole class</p> <ul style="list-style-type: none"> • Small group, one to one, whole class • Small group • Small group, one to one, whole class | <ul style="list-style-type: none"> • On going • On going • On going |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • Guidance • SAPIS • Montefiore Clinic Social Worker • Montefiore Health Services • Fordham Liberty Partnership Program Counselors • Check-in/Check-out Mentors | <ul style="list-style-type: none"> • One to one, small group | <ul style="list-style-type: none"> • Counselors and social workers meet with student(s) one to two times per week • Health provider sees students on an appointment or as needed basis • Mentors see identified students twice a day |

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

How MS 45 Attracts HQT

- MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school
- Attend Job Fairs through the DOE
- Consult Teacher Finder

How MS 45 Retains and Nurtures HQT

- We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor
- We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science, ICT and ELL teachers, monthly content meetings and teacher team meetings
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

The Differentiated Opportunities for Professional Growth at MS 45

- Teachers will be trained with the Danielson Framework and receive actionable feedback on focus competencies
- Teachers will set meaningful goals as part of informal/formal observation process. Teachers will be part of a Midyear Conversation with Administrator to discuss progress towards effective teaching practices as detailed in the Danielson Framework
- Partial and full period observations will be used to maintain a high quality of teaching with all teachers receiving no less than 6 of these visits per year. Feedback could include: conduct inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, BETAC) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point
- Teacher Team meetings during Monday morning extended day devoted to Professional Development whether within content/grade level grouping with mini-school or with ELL and Special Education Teachers. Topics include: analyzing data, meeting Common Core Learning Standards, Citywide Expectations, looking at student work
- Teachers meet once a month during the school day for a grade level content meeting
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to 'track them down'
- We conduct lab-sites and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Professional Development provided by our Talent Coach on identified competency 3c: Engaging Students in Learning
- Send teachers for PD provided by Network staff on competency 1e: Designing Coherent Instruction
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to a partnership with Museum of Natural History, Teacher's College, Therapeutic Crisis Intervention and BETAC

PARENT INVOLVEMENT POLICY MIDDLE SCHOOL 45

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;
- school will provide access to Engrade which will help keep parents informed regarding student grades, additionally emails will be sent to parents about student grades, assignments, attendance and discipline referrals
- 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 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, 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:

- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports via Engrade that are periodically given to keep parents informed of their children's progress; MS 45 will host workshops to educate parents about how to use Engrade
- developing and distributing a school calendar designed to keep parents informed about school activities;
- 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 MIDDLE SCHOOL 45

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;
- providing written and verbal progress reports via Engrade that are periodically given to keep parents informed of their children's progress; MS 45 will host workshops to educate parents about how to use Engrade
- 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 Ms. Maria Quail | District 10 | Borough Bronx | School Number 045 |
| School Name Thomas C. Giordano Middle School 45x | | | |

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

| | |
|---|---|
| Principal Ms. Annamaria V. Giordano | Assistant Principal Mrs. Noemi Alvarez |
| Coach type here | Coach type here |
| ESL Teacher Ms. Gordana Micovic | Guidance Counselor type here |
| Teacher/Subject Area Ms. Ramonita Torres - Bil. CB | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Ms. Leticia Julian |
| Related Service Provider Mr. C. Solis | Other Ms. Kellie Fitzgerald |
| Network Leader type here | Other type here |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 7 | Number of certified bilingual teachers | 5 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 2 | Number of special education teachers with bilingual extensions | 3 | Number of teachers of ELLs without ESL/bilingual certification | 2 |
| Number of teachers who hold both a bilingual extension and ESL certification | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 978 | Total Number of ELLs | 175 | ELLs as share of total student population (%) | 17.89% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

1. The identification process used at Middle School 45 to identify possible ELL students begins with the administration of the home language survey to parents in their native language at time of registration. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Micovic, ELL supervisor, Mrs. Noemi Alvarez or testing coordinator, Ms. Kellie Fitzgerald, of the parent and the student. If necessary DOE translators are used or staff members or parents that speak the native language of the student being registered. If such survey and or interview indicate that the student should be tested then the student is assessed using the LAB – R within the student's first 10 days. The determination to administer the LAB -R is reached based on the answers on the HLIS. The LAB - R is administered by our ESL teacher, Ms. Micovic. The results of this assessment will determine if the child is in need of required ELL services. If the student or student's family speak Spanish then the Spanish LAB is administered. The Spanish LAB is only given once in a student's academic experience. The parent is shown the video outlining the three language programs offered in New York City and the parent is given a parent choice document where the parent enters his preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parent is then informed of the types of placements offered at our school and the student is then placed accordingly. If the parent request a setting/program different from ones offered in our school building then the parent is informed of their rights to choice such program and the parent is advised that when we attain fifteen students in two or more consecutive grades whose parents request the same program than our school would look to open said program. Parent and students are also informed that the assessment tool used by our state is the NYSESLAT given annually to measure acquired second language and it is administered until the student reaches a proficiency level. The steps taken to ensure that all ELLs are evaluated by the annual NYSESLAT assessment are students are prepared and prep using predictives and simulated exams during the school year prior to the actual assessment. Then teachers, parents and students are informed of NYSESLAT assessment dates. Teachers receive a testing schedule prepared by Ms. Kelli Fitzgerald outlining all eligible students and testing dates and times. Prior to testing we cross reference a number of data sources such as our BESIS, ARIS and various ATS reports to ensure that all eligible students are assessed. Parents are notified annually of the progress of their children. Home Language Surveys are reviewed by Mrs. Alvarez to determine if assessment is needed. Mrs. Alvarez is the administrator of our ELL population. 2. During the registration process parents of students identified (through the HLIS, interview, etc) as possible English Language Learners are shown the video describing the three types of programs offered for English Language Learners. This year we have begun to use desktop computers to facilitate parents viewing the tape. In this way we can have multiple parents watching the video in their home language. This allows for the individual attention given to parents and does not cause one parent or earlier parent need to wait on parents arriving later in the day. Our ESL teacher Ms. Micovic prepares the parent and the computer to show the parents the video. Parents questions are answered regarding the types of programs as well as the type of programs for ELLs offered at MS 45. Parents are then advised of their rights to select program of their preference and of the programs offered at our school. Parents are given the program selection letter for parents to indicate their selection. Students are placed accordingly when the program selected is offered and available in our school and when a program is not available at our school the parent is advised of their right to request and look for the program of their choice. Our parent coordinator, Ms. Julian serves as a parent advocate to assist parents in receiving proper information and following systems in place to ensure their children receive their program of choice. If the parents' choice is not available we inform parent of such and we also explain that we would keep parents informed as to whether or not the placement becomes available. 3. Entitlement letters are

completed and presented to parents at time of registration after the student is assessed with the LAB-R and parents are requested to review and ask any questions with regards to the letter. Then parents are asked to sign and return letter the day of signing. The parent is provided with a copy of the entitlement letter. If a parent chose not to complete while present in our school a parent is informed of their right to return letter in a timely manner to the school in order to exercise their right of choice. The parent is informed that if the entitlement letter is not returned and on file in our school the program of service would then become the TBE setting. Parents are informed of this right and of the consequences of not following through with the expectation of returning letter to our school. In a few cases when parent does not return or sign and leave the letter of entitlement a copy is sent via mail to the student's home. Continuation letters are given by ESL provider for those students that are continuing with their placement and serves for ESL yearly. This is usually completed by the end of the first semester and when not possible we target the first Parent/Teacher conference as a date for distribution.

4. In order to ensure proper placement of our ELL students parents are informed of the programs available at our school and research data is discussed with parents informing them of the facts that indicate that English Language Learners attain higher success rates with regards to academic performance and graduation rates in Dual Language Programs and that research shows that following a Dual Language Program students attain greater achievement levels. The Traditional Bilingual Program is the next program choice where students attain greater academic achievement. Parents are also informed of the programs available in our school building but if their program selection is not available at our school parents are also informed of their rights to seek the program of their liking for their children even and including if that means that parent will search elsewhere for their preference. The law provides them with the choice to seek out the program of their liking and preference.

5. In the last three years approximately 50% of our parents have overwhelmingly selected a TBE program for their children. Fortunately up until last year we offered a TBE in Spanish at our school and the greater majority of our parents and students speak Spanish. This year our new arrivals and registration has decreased and most parents opt for freestanding ESL classes.

6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Self-Contained | | | | | | | 2 | 2 | 2 | | | | | 6 |
| Push-In | | | | | | | 1 | 2 | 2 | | | | | 5 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 5 | 0 | 0 | 0 | 0 | 14 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 175 | Newcomers (ELLs receiving service 0-3 years) | 65 | Special Education | 29 |
| SIFE | | ELLs receiving service 4-6 years | 45 | Long-Term (completed 6 years) | 63 |

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. ①

| | 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 | 10 | | 13 | 10 | | 12 | 8 | | 3 | 28 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 46 | | | 14 | | | | | | 60 |
| Total | 56 | 0 | 13 | 24 | 0 | 12 | 8 | 0 | 3 | 88 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 10 | 13 | 6 | | | | | 29 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 13 | 6 | 0 | 0 | 0 | 0 | 29 |

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Spanish | | | | | | | 14 | 24 | 19 | | | | | 57 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 2 | | 2 | | | | | 4 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | 2 | | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 26 | 21 | 0 | 0 | 0 | 0 | 64 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A. - Our instructional program is delivered in 45 minute period over 8 periods in an instructional day. Our 6th through 8th graders follow a departmentalized program where they receive instruction from content specialist. Our program follows the model of the state mandated minutes for ELA and ESL as well as NLA for our TBE programs. Students receive the mandated minutes of instruction in these contents. Our beginning level ELLS receive a total of 560 minutes of ESL and our intermediate level ELLS receive ESL for a total of 360 minutes per week. Our advanced level ELLS receive a total of 180 minutes weekly and 180 minutes in ELA. Our students enrolled in our GE TBE program and our Bilingual Special Education Students receive a total of 180 minutes in NLA. Our Our sixth graders both in GE and Special Education students are provided instruction by ESL certified teachers in order to comply with compliance mandates of BESIS. 6th graders in our ELL classes travel the entire day as a group from content to content provided by certified bilingual and ESL teachers. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. Our special needs 6th through 8th grade follow a TBE SE program. These three classes receive their mandated services of ELA, ESL and NLA from certified teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day. Our 7th and 8th graders are programmed to receive their ESL services in a

A. Programming and Scheduling Information

parallel program where they are grouped by L2 acquisition and years of service. The sixth grade receives their ESL in a whole group setting with the ESL teacher teaching them in one group. For the students in our general education setting other than our Ell academies the ESL teachers provide push in service generally in ELA but they also provide service in other content areas. Only two groups of pull out exist this year for students to receive ESL by the ESL teacher.

B - Our ELL students that are registered within the general education classes are provided with ESL services using a push-in model. Our ESL teachers schedule the mandated services of ESL pushing-in with other content teachers for the required 180 or 360 minutes depending on the students' proficiency level. In this model students do not miss their content area instruction and they have the support of an ESL specialist providing language development support and scaffolding to promote language and content achievement.

This school year (2011 -2012) our 7th and 8th grade ELLs are receiving the mandated services using a parallel program setting that allows for the students to be grouped across inter-grade levels using their proficiency levels to provided instruction according to L2 levels. One group provides services to beginners and intermediate students while second group provides services to the high level intermediate and advanced students. Our third group provides language acquisition services and instruction to the advanced /proficient group of students. We hope to have a greater impact on student achievement and performance using this parallel model of instruction for our 7th and 8th graders for the second year and this year we have also added one 7th/8th Special Needs group to the parallel.

2 – We have looked to fill vacancies for the ELL population by certified educators and we have strongly encouraged those teachers missing a bilingual extension or ESL certification to take the necessary steps to attain and achieve such certification. We have used our Highly Qualified funds to assist teachers in their continued education and certification. Last year we were very proud of five teachers taking the ESL content exam and succeeding in adding this to their current professional accomplishments. We also use the services of human resource department in our network and the UFT specialist to identify areas of compliance in terms of licensing. Our staff members working with the ELLs are trained through network workshops, BETAC workshops and in-house study groups that review and plan for the mandated minutes of instruction for ESL/ELA as well as the mandated NLA for our bilingual population. Our school programmer also implements the required minutes of instruction based on level of proficiency during programming. Our ESL provides that provide mandated services to those ELLs in the general population create their program according to the required number of minutes to serve the ELLs in these groups accordingly. In reviewing and examining their programs you would see that for some classes they are pushing in four times a week at 45 minute intervals in order to provide the mandated 180 minutes of study for those in the advanced level. You would also see double periods in their program that equals the 360 minutes of instruction mandated for the beginners and intermediate level students.

2A – Our TBE classes receive their math instruction in their native language for Spanish speakers, until the students have reached two years in an English language school or have attained advanced level of L2. As students' level of proficiency increase the minutes of instruction in English also increases following the mandates of CR Part 154. Students in our TBE programs receive a minimal of 180 minutes per week in their Native Language of Spanish and our beginners (newly arrived) receive up to a 450 minutes a week in their native language (Spanish). Students in our TBE programs receive daily instructional periods of Native Language Arts.

3. All instruction across content areas are delivered to our ELL students in our freestanding ESL classes in English. Native language support is provided where needed and available in small group during independent practice. Students in our TBE program design do receive their instruction in Math, Science and Social Students in their native Spanish language until they have attained proficiency in L2 at which point we follow the instructional model outlined in CR Part 154. In both of our settings for ELLs, freestanding and in TBE instruction is delivered using ESL strategies and techniques such as: the use of pictures, realia, small group instruction, RTI services, technology via smart board use, centos, tablets, computers, laptops, listening centers, level libraries in L1 and L2 and instruction is provided by trained ESL and Bilingual providers. Classroom resources include: computer programs such as AWARD, tape recorders and overhead projectors as well as dictionaries in English and L1/L2 dictionaries.

4. Our students are assessed in both native and second language. State exams translated into native language are used when available and when the language matches the language of instruction. For example our students have the opportunity to receive their state math exam in the native language of Spanish if desired and if the teacher does acknowledge and agree that the translated exam would best meet students' needs. For exams that are not available in translated format translators are hired to administer state exam with students in their native language. These services are scheduled as early as possible in the school year according to students native language and the services are paid for using funds from our budget that are designated for translation services. Our teachers assess our students formally and informally frequently in order to check for comprehension. We also use Ell predictives and receive the breakdown and data via ARIS. Simulated exams are conducted to prepare students for state assessments and our Ell students are included in such assessments. In our content areas assessments are created for our student population and our Ell students participate and receive the same school-wide assessments except in the content of ELA for those with less than one year of service.

5. Instruction is differentiate for our ELLs by all classroom teachers using tier 1 and tier 2 interventions. Teachers use differentiated

A. Programming and Scheduling Information

strategies according to students' level of proficiency. Instructional strategies include total physical activities such as acting out vocabulary or academic and social scenarios, the use of visuals in vocabulary development, the use of flash cards and pictures are all used to scaffold instruction and learning.

5-A. Our instructional plan is modified for any student identified as SIFE due to the limited experience in a formal educational setting. These students require more assistance in becoming familiar and transitioning to a formal educational setting, demands of language acquisition and social emotional and academic development and demands. Very often we provide at-risk services for these students. These services can include AIS, academic counseling, and referral to SES, extended day and or after school programs. Providing additional services such as participation in a Saturday Academy or after school programs these students are provided with an environment that fosters and promotes social and academic development and progress.

5-B. Newly arrived ELLs or those with three years or less of service are provided with rich academic experiences that are complemented by trips, cultural experiences and sound instructional practices that promote language development and acquisition. These ELLs if in our 7th and 8th grade TBE or ELL classes receive their ESL and or ELA content according to L2 acquisition. These students are grouped by their English language ability according to NYSESLAT, Running Records, Portfolios and teacher observations and assessments. This grouping allows the ESL provider to address their needs in a more conducive learning environment. In this way students work with other students to address academic expectations and standards. The students within this range of years of service are a main focus of our Title III Ell Academy that meets after school. We recruit these students to participate in our after school program to receive more ESL instruction, ELA preparation, Content area assistance in Science and Math, project based learning and writing in the L2. We use glossaries during content time during and after school in order to increase comprehension. We involve students in vocabulary building activities during a scheduled "Word Up" period. We have found that our students' writing skills typically need more time and scaffolding to develop adequately to meet standards and requirements of state exams.

5-C. Students within four to six years of service require more time in improving English Language Skills in all modalities. These students also attend our Title III after school program where they work on increase academic and language abilities and strengths as well as decreasing gaps in academic progress. If these students are identified via state assessment, formal and informal assessments as at risk to fail meeting promotional criteria we work to address those areas of concern. Students within this range are already being tested in English so it is important for them to have as many experiences as possible to assist them in preparing for those areas of assessment. For example during ELA, ESL and or any content area students are introduced to genres that provide them with the academic challenges used to assess their ability and progress. These students are often times the ones referred to an RTI provider to provide instructional support in an identified area to assist in building needed skills to advance. RTI providers also provide this group of students with an extended day program entitled Just Words to help develop needed vocabulary strength. This assistance better prepares these students with a stronger grasp on vocabulary and this strength is then transferred across all content areas.

5-D. Our long-term Ells struggle with their reading comprehension and this challenge is felt across content areas especially in formal assessments that require reading selections and applying data to a writing assessment. Since we have noted this struggle we have looked to address this using SES after school programs that work using technology programs to increase reading comprehension. We have purchased a licensed technology program entitled AWARD with our SINI monies and this program has been researched and found very effective with ELLs. Last year one component of our SINI after school program used AWARD and we recommended participation by our long-term ELLs. This year in addition to AWARD our RTI providers will be monitoring the progress of our long term ELLS. RTI providers are complying strategies of effective intervention to assist content area teachers with this population as well as providing these students with effective strategies to improve achievement in reading and comprehension. With our leveled/parallel program of instruction for ELLs students can dedicate more time to academic needs. During extended day these students receive weekly assistance with test preparation that includes reading selections and application of text.

6 - Our ELLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ELLs. Ells with special needs are provided services according to the IEPs and their ESL instructional minutes are tracked using the report of service for all students with special needs. ESL providers push in to provide language service and support during content times. They use ESL strategies that improve the comprehension of the students requiring service. These students are provided with the mandated instructional minutes as outlined for us in CR Part 154. Our school based assessment team works closely with our teachers of students with special needs and the parents of students advising them of academic changes that include academic progress or lack of progress to assist and inform our educational decisions for these students. As quickly as possible and as often as possible we work to provide mainstreaming services for this population in the areas of academic strength in order to provide students with the challenges of academic performance at grade level and continue to provide them with opportunities to succeed.

7 - This is the second year of parallel programming for our ELLs according to NYSESLAT levels. This program allows us to provide the needed instruction to our ELLs at their performance level and promote further development of the second language acquisition. Our

A. Programming and Scheduling Information

students were successful last year with this type of service. We also have parallel programming that allows us to mainstream students into general education to work at their performance level and to allow for the instructional time to meet them at their level pushing ahead to increase performance and achievement. Native language arts in Spanish is provided for our TBE students.

Courses Taught in Languages Other than English

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

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

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

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 |

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

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

8 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.

9 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

10 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

11 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

12 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are

informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure comprehension of notification. Our Title III program provides for Spanish Native Language assistance and instruction in Math and other content areas.

13 – Our ELL classrooms are equipped with smart boards, desk top computers, laptop carts and laptops, cd players, cds, tape recorders, tapes and centos equipment. Overhead projectors and listening centers are also included in our classrooms. Our ELL students were the first to work on new Apple laptops during content instruction and during our Title III program for writing and the creation of our school’s website.

14 – Our Native Language Arts program is a major instructional component in our TBE program. Native language Arts is supported with textbooks in Spanish, visuals and Spanish libraries. Our NLA classrooms offer a print rich environment with students work celebrated and show cased in Spanish. Spanish dictionaries are also available and used in our NLA classrooms. Test prep materials are available for our students in Spanish and are used in NLA to prepare students for the yearly assessment of the ELE exam. Inter-disciplinary units of study are and also provide assistance and support for students in their native language that can be transferred and increase comprehension in other content areas.

15 – All of our delivery of required services and support are age and grade appropriate as well as correspond to students’ academic performance and ability. All services are provided as outlined by CR Part 154.

16 – Currently we do not offer any transitional summer program for incoming ELL students but those continuing ELL students that are newly enrolled in our school can participate (depending on funding) in our non-mandated summer program. The focus of such program is on reading and increasing reading comprehension. This past summer we held a SINI funded summer program that included a 100 book challenge.

17– As a middle school we do not offer any language elective for our ELLs as their program do not allow for the inclusion of such a program with mandated content, NLA and ESL/ELA minutes are being met for our ELLs.

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

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLS. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our ELL teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fairs in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honestly. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. Our AUSSIE consultant also provides training for ELL teachers and non-ELL teachers. This year we are also hiring a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions are offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners.

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

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents’ needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. This year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing sessions allow the administrative team an insight to parent views and the opportunity to communicate our concerns, plans and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest, we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents’ needs.

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) | | | | | | | 11 | 15 | 6 | | | | | 32 |
| Intermediate(I) | | | | | | | 18 | 21 | 20 | | | | | 59 |
| Advanced (A) | | | | | | | 24 | 25 | 23 | | | | | 72 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 61 | 49 | 0 | 0 | 0 | 0 | 163 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING | B | | | | | | | 3 | 1 | 8 | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| /SPEAKING | I | | | | | | | 16 | 4 | 9 | | | | |
| | A | | | | | | | 40 | 28 | 26 | | | | |
| | P | | | | | | | 14 | 34 | 24 | | | | |
| READING/ WRITING | B | | | | | | | 11 | 8 | 19 | | | | |
| | I | | | | | | | 20 | 19 | 22 | | | | |
| | A | | | | | | | 26 | 24 | 18 | | | | |
| | P | | | | | | | 16 | 16 | 8 | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 41 | 27 | 1 | 0 | 69 |
| 7 | 22 | 37 | 1 | 0 | 60 |
| 8 | 22 | 34 | 0 | 0 | 56 |
| 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 | 16 | | 35 | 0 | 14 | 3 | 1 | 0 | 69 |
| 7 | 16 | 2 | 39 | | 8 | 1 | 3 | 0 | 69 |
| 8 | 17 | | 23 | 7 | 13 | 6 | 0 | 0 | 66 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 18 | 0 | 22 | 13 | 8 | 4 | 0 | 0 | 65 |
| 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 | 1 | | 1 | |
| 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) | 11 | 4 | 4 | 0 | | | | |
| 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.

Assessment Data Findings

- 1 – Our school is using Running Records as our universal assessment. Running Records identify the Fountas and Pinnell level of reading comprehension for our students. Our students also participate in our DY0 assessments in ELA and Math. These assessments measure our students' achievement in areas and units of study as well as identify needs and next steps to provide interventions for our students to improve their progress.
- 2 – Our most recent NYSESLAT data reveals that our ELL students are reaching higher levels of proficiency. Our numbers of advanced and proficient levels have increased and this data shows that our instructional programs are meeting students' needs. When planning for our parallel program this year in ESL and ELA most of our students were in intermediate, advanced and proficient levels. We had a smaller amount of beginner level students. Our extension of service request this year identified 25 students falling within the 4 – 6 range of years of service as compared to last year's request that identified more students. This trend shows that our ESL and bilingual program is providing effective instruction and enriched academic experiences for our students and this instruction is leading to our students meeting standards. Thusfar this year we have assessed six students with the LABr and all six have required services as English Language Learners.
- 3 – Students' performance on the yearly assessment of NYSESLAT across the four modalities will affect our instructional decisions. Teachers have been provided with this data in order to make instructional decisions based on this data. Curriculum decisions and activities attached to instruction are being made based on this data. Interestingly enough our level 3s in Math as well as in Science came from students taking their state assessments in English as opposed to their native language of Spanish. This data shows us the effectiveness of ESL strategies and methodologies. We have implemented a school-wide focus on writing across all contents. We believe this focus has assisted us in increasing our schools' academic performance across all content areas as well as students' sub-group populations. While the latest data indicates our numbers of students scoring in the advanced level and proficient levels has increased, we still need to continue focusing on our reading and writing programs in order to increase the number of students scoring on the proficient level in reading and writing. This year we created a second intermediate group in our parallel program in order to provide small group instruction and increase student achievement. For example, these parallel groups allow us to target our advanced ELLs in 7th and 8th grade with researched based strategies to assist them in advancing to proficient level across all modalities.
- 4A. – As stated earlier data analysis of state assessments clearly show students' performance is greater reaching higher levels in assessments administered in English as opposed to assessment administered in Spanish. Our Math, Science and Social Studies state assessments are offered in native language but keeping the data in mind we may look to increase English instruction in these contents giving students greater preparation for such exams in English.
- 4B. – Our Inquiry Team uses the information from the ELL predictive as well as our DY0 results to review and inform instruction. Teachers are encouraged and expected to go into ARIS to review the data that pertains to their students and professional development is provided to our teachers by the inquiry team members on navigating and understanding results from ELL predictives. This information is shared via content meetings, professional development days and electronically for our school-wide community.
- 4C. – The information available to us through ARIS informs us of students' performance when lessons are differentiated and tier in particular with our ELL population. Using this system we are able to monitor and measure students' performance and identify areas of need. This data allows us to make instructional decisions such as the implementation of parallel programming. Native language instruction is provided for our TBE classes. Native language assessment is used when available.
- 6 – The success of our ELLs program is measured and evaluated based on the advancement rate of language proficiency levels and the graduation rates of our students.

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: Thomas C. Giordano MS 45x

School DBN: 10X045

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------------|-----------------------------------|-----------|-----------------|
| Ms. Annamaria V. Giordano | Principal | | 11/23/11 |
| Mrs. Noemi Alvarez | Assistant Principal | | 11/23/11 |
| Ms. Leticia Julian | Parent Coordinator | | 11/23/11 |
| Ms. Gordana Micovic | ESL Teacher | | 11/23/11 |
| | Parent | | 1/1/01 |
| Ms. Ramonita Torres | Teacher/Subject Area | | 11/23/11 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| Mr. C. Solis | Other <u>Bil. Related Service</u> | | 11/23/11 |
| Ms. Kellie Fitzgerald | Other <u>Testing Coordinator</u> | | 11/23/11 |
| Mrs. Noemi Alvarez | Other <u>Assistant Principal</u> | | 11/23/11 |
| Ms. Annamaria V. Giordano | Other <u>Principal</u> | | 11/23/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X045 **School Name:** Middle School 45

Cluster: 1 **Network:** 109

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

Part A: Needs Assessment Findings

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

Our review of home language surveys and parent interviews have shown us the greatest need for translation in our school is for the Spanish language. Our school uses ATS and HLS forms to assess data that will provide us with appropriate and specific language needs. We provide written translations in Spanish since most of our parents speak Spanish. The office of English Language Learners provides translations in low incident languages as needed for our Ells. We conduct parental meetings and send newsletters in both English and Spanish to keep our parents informed of our school's activities and educational options. All school notices are provided in English and Spanish to accommodate the large majority of our parents. When notices come from the NYC DOE office and translations are provided in more than English and Spanish we are able to copy and provide parents with a translated notice in other languages. These findings are shared during parent meetings and through our School Leadership Team.

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.

Looking at data from various sources such as school report card and demographics as well as the ATS reports that document the language spoken at home or by the parents, we can see the languages of our students' home. This data along with meeting our community members formally and informally allow us to see the changing cultural influence and influx of our community. Our school is located in the Belmont section of the Bronx and most of our parents speak Spanish and English. We send letters to parents that are translated in Spanish. Our in-school staff which includes our parent coordinator and bilingual staff members provide the translation for our parents' written notices. When parent notices come from our chancellor's office translation copies are provided from that office. Whenever necessary and where our own in-school personnel cannot meet the needs we use the DOE's translation services to conduct in person, simultaneous landline, or other ways to provide our families with requested or needed information. Our school's written translation and oral interpretation needs are found on our School's Report Card.

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.

Our written translation services will be provided by our in-house bilingual parent coordinator, staff, assistant principal and principal.

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.

Our oral interpretation needs are met by our bilingual school staff and parent coordinator as needed.

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>.

Our students are always provided with written translations of all documents and these documents can be obtained through our MS 45 parents room in is both in English and Spanish.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|---------------------------------|
| Name of School: Thomas C. Giordano | DBN: 10X045 |
| Cluster Leader: Mr. Douglas Knecht | Network Leader: Ms. Maria Quail |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Saturday ELL Academy- Our other groups of students to receive services will be from our Saturday ELL Academy which will consist of four (4) Saturdays and the focus for these four Saturdays will be test sophistication/prep. We will have four different groups of students across grade levels consisting of our ELLs. Two groups will be for ESL and ELA delivered by ESL certified teachers and two other groups will be for the content of Math and will be delivered by content specialists with a bilingual license. The Saturday ELL Academy will meet for 3 hours on Saturdays beginning at 9:00 a.m. until 12 Noon. This portion will total 48 per session hours. Students will attend 1.5 hrs. in ESL/ELA building speaking, listening, reading and writing skills. They will then attend 1.5 hrs. in Math building basic math skills, participating in and comprehending mathematical investigations skills and increasing their experience with CCLS.

Last year our teachers were trained in the Imagine Learning Program to be used online with students and address individual needs as shown using their assessment component and it was effective, user friendly. Both teachers and students highly recommend the use of such technology. This year we would like to introduce new students to this program by purchasing 66 student licenses. Imagine Learning will be used primarily during students ESL classes as well as ongoing independent practice for students at home. Depending on the student enrollment for our Saturday ELL Academy Imagine Learning may be used in our program during the ESL/ELA component of our program. Computers/Computer Lab will be available for use during our Saturday Academy.

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: This year our professional development will be offered by a consultant formally from BETAC at Fodham University, Ms. Jane Pers who is very familiar with our staff and our students' needs. She began working with our ESL teachers two school years ago and has been very resourceful for our school and student population. This year 8 sessions will be purchased by our Title III funds and will be completed from October 2012 through January 2013. These eight sessions will prove to be

Part C: Professional Development

especially beneficial to our teachers facing a population of English Language Learners. These sessions will teach and assist content teachers in the use of ESL strategies that provide scaffolding and promote language acquisition. Teachers will learn how to support vocabulary building with the use of visuals, authentic assessment while checking for students understanding. Our Fordham consultant will shadow our content teachers in their classrooms, model the use of effective strategies and plan with our teachers to improve pedagogy skills from planning to assessment. These full day sessions will be a valuable asset to our students, teachers and school-wide community. Using this Fordham consultant will assist ELL supervisor in identifying best practices and improving delivery of instruction. The state has identified our ELL population as a target group due to the fact that we did not meet AYP therefore our Title III program's work with our Fordham consultant and our students will address this area in need of improvement. Ms. Jane Pers will work with our ESL providers that teach in our parallel ESL/ELA program. Her feedback will be specific to group/level of students. She will work with our three (3) ESL teachers responsible for delivery of instruction in our parallel program and our ESL teachers that also provide push-in/pull-out ESL in order to improve our practice of instruction with these students in the general education or special needs population. Jane will also work with our ICT ELL group and the two main teachers responsible for their language instruction. Those two teachers are experienced and tenured. One of the teachers is an ESL certified teacher and the second is a bilingual Special Needs teacher.

Overall, teachers will work on development of language acquisition, lesson planning with differentiation and using data and research to direct instruction of small groups based on language abilities and performance. Ms. Pers will also provide educational journals and articles on CCLS and ELL population moving our instruction to meet the demands of our CCLS.

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: Our ELLs' parents will receive the opportunity to become familiar with our new school-wide procedures and protocols as well as our school-wide grading policy via translated mailings informing them of these policies. The Administrative staff is also available during our annual Welcome Back Night in September. During the first parent-teacher conference in November, parents will be invited to a meeting with our parent coordinator, Ms. Leticia Julian, for 45 minutes prior to the conferences to be introduced to our school-wide expectations, after school opportunities and receive information and assistance with our online grading system Engrade. This meeting is especially important to our parents of ELLs as Ms. Julian will provide translation of the information in Spanish and look for the available resources to provide translation for the other languages. Throughout the year we will continue building our collaboration and joint efforts by providing our parents of ELLs with informational sessions and workshops beginning with promotional criteria, assisting in the high school application process (including completion and submission of the applications), and our school-wide electronic grading book and log known as Engrade. We will also host a high school fair in our gymnasium in October where parents of ELL students have the opportunity to meet with representatives from city-wide public and private high schools. Also, our literacy coach and our parent coordinator will

Part D: Parental Engagement Activities

conduct a workshop to assist our parents of ells with log in information and assistance in navigating the Engrade site so that all parents would stay in touch with their child's assignments and grades across all content areas. Our school building has instituted a policy of naming each official class by a selected College or University to begin students thinking of college and requirements that would develop them to be college ready. Our ells' parents will visit colleges with our parent coordinator to develop an understanding of college readiness as promoted by our school chancellor. These workshops will be conducted by school staff that includes but is not limited to our parent coordinator, our guidance counselors, teachers and administrators. Other planned workshops will include ARIS link for parents to better understand their child's academic performance and growth. This workshop will be provided by our parent coordinator and an administrator to facilitate translation for parents. Once again we will continue working with LEAP and they will provide parent workshops with the assistance of our parent coordinator and their teaching artist. These workshops are generally given monthly and they include yoga, stress management, jewelry making, designing cards, creating scrap books, making art of everyday things, painting and other arts and craft activities. Our ell parents enjoy these sessions as it provides them an opportunity to be a part of a school activity that does not only rely on language skills. We have found that when we assist our parents of ells with parenting skills while also creating and deepening their relationship with our school provides us with great gains in creating the collaboration needed between school and home. Our SLT also provides our parents of ells with a forum to be part of the decision making process in our school. SLT meeting take place after school on the 2nd Wednesdays of the month. Our parent coordinators workshops are held on the 2nd and 4th Tuesdays in the morning or afternoon. Our parents association conducts their meetings on the third (3rd) Mondays in the morning. All of our notices go out to our parents in both English and Spanish. Form letters provided by the school chancellor or the DOE are sent in translated manner in languages that include English and Spanish. Our meetings are provided in English with translation as needed and usually from our parent coordinator especially if the provider/speaker only speaks English.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |