



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: JOSEPH H. WADE ACADEMIES MS 117X

DBN (09/ BRONX/ 117):

PRINCIPAL: DELISE JONES **EMAIL:** DJONES8@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

09-17-2013

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
Delise Jones	*Principal	
Carolyn Champion	*UFT Chapter Leader	
Marva Peterkin	*PA/PTA President	
Thelma Warner	DC 37 Representative	
Lynn Lettley	Member/Parent	
Melba Moore	Member/Parent	
April Crittendon	Member/Parent	
Adelfa Arista	Member/Parent	
Iris Solis	Member/Parent	
Karen Robinson	Member/Parent	
Shanique Pacheco	Member/Parent	
Lyndel Bernard	Member/Teacher	
Stephanie Branch	Member/Chairperson; Teacher	
Rondell Rodney	Member/Secretary; Teacher	
Nelvi Vega	Member/Teacher	
Heather Martinez	Member/Teacher	

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.

According to the 2009 – 2010 JIT Review (page 4); The school organization is fragmented. There appears to be no clear vision or goals that incorporate a focused plan for school improvement set by the Principal. The teams that the Principal has created appear to work independently and in isolation of each other. The Principal did not express a clear philosophy of education that effectively meets students' educational and social needs.

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 (1.3)

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.

By June 2013 100% of the teachers will participate in weekly Inquiry Teams meetings that will support the schools goals and initiatives to strengthen teacher team structures and protocols and develop teacher leaders through the implementation of distributive leadership practices.

2.2 The CORE Team (All Coaches, Bilingual Coordinator, Assistant Principal and Principal), meets 2x per week, to review the curriculum being taught, assess student progress, modify instruction where needed, and advise as well as monitor assessment records kept by teachers. The team also discusses feedback and school wide trends gathered from LearningWalks.

2.3 Principal and assistant principals meet with coaches Bi – weekly to create a rigorous curriculum aligned to CCLS that is developmentally sequenced across grades and addresses both instructional and social issues of students. Assistant Principals and principals attend weekly common planning and Inquiry Team Meetings. All agendas are developed collaboratively and aligned to school goals and initiatives for instruction. Student work is assessed collaboratively to support modification of the curriculum where needed.

2.4 Network sponsors and facilitates on-going professional development in: CCLS - aligned Curriculum Mapping; Literacy /Math Clinics, SIOP, QTEL, Writing Quality IEP's. Priority Funding will be used to provide additional differentiated development in CCLS, Danielson and other areas based on

feedback from our “in house”
Professional development survey.

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.

A)

Researched – Based instructional strategies and activities:

Established Inquiry Teams – meet weekly. Teams identify team leader. Teams will analyze performance data, identify areas of need, and establish target populations. Collect evidence of implementation of instructional adaptations based on analysis of student work. Complete teacher team profiles in ARIS communities and all meetings will be fully documented.

Team leader participates in on –going professional development on:

- Facilitating an Inquiry Team meeting
- The purpose of an Inquiry Team
- Using the protocol for looking at student work
- Identifying the implications for teaching based on student work

Priority Standards have been chosen that are aligned to school – wide needs and instructional shifts and instructional considerations for ELL’s and SWD’s. For ELL subgroups, priority standards include those addressing vocabulary, reading analysis and the use of evidence, collaborative discussions, as well as grade – level writing in various genres (expository, narrative, argument).

B)

Key personnel and other supports used to implement and facilitate strategies/activities

- School – wide Instructional Specialists, Assistant Principals, Principal
- Fordham PSO Consultant, Zulma Candelario
- NYC RBE-RN@Fordham University, Roser Salavert
- Houghton Mifflin Consultant, Helene Alalouf
- SATIF, Ron Feinstein

C)

Progress effectiveness and impact evaluated by Principal, Assistant Principals

Evaluation of Strategies and Activities include:

Attendance and feedback from assistant principals and principal at week inquiry team meetings
Review of Student Work, identified team strategies and plans
Team goals and agendas

D)

Timeline Implementation

- By November 2012 all teachers will have participated in an overview on the Inquiry Team Process
- By January 2013 100% of the teachers will participate in the Inquiry Team process once a week, with the identification of 3 students, developed action plans for the students and benchmarks to assess student progress.
- By February 2013 all Inquiry Team Leaders will have participated in 4 professional development activities on looking at student work

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).

SBO - Inquiry Team Meetings weekly; Teacher Coverage for differentiated professional development; Professional Development (title I-SWP)– Consultants; Fordham PSO (set aside-CFN)

Professional Development

Allocation for Teacher Prep Coverage and Per Diem Substitutes enabling teachers to attend "In House professional development (PD I, PD II, and PD III)

Total number of teachers - PD I (22)	Total number of periods- PD I (14 Pd)	Total number of hours – PD I 10hours
Total number of teachers – PD II (10)	Total number of periods – PD II (6Pd)	Total number of hours – PD II 4.5hours
Total number of teachers– PD III (6)	Total number of periods– PD III (6Pd)	Total number of hours – PD III 4.5 hours

PD I

Identified teachers will participate in content cohort professional development on the following areas:

- Lesson Planning alignment – CCLS
- Developing Rigorous Performance tasks aligned to CCLS
- Discussion and Questioning Techniques – Danielson 3b
- Assessment in Instruction – Danielson 1e

All sessions are facilitated by Houghton Mifflin Consultant Helene Alalouf

Session dates: **Round I** December 7th, 8th, 15th, 22nd, (22 teachers)

Session dates: **Round II** February 25th, 26th; March 4th, 5th, 11th, 12th, 18th, 19th (22 teachers)

PD II

Inquiry Team and Inquiry Team Leaders professional Development

- What is an effective Inquiry Team?
- Using protocol to Look at student work

All sessions are facilitated by: NYC RBE-RN@Fordham University, Roser Salavert

Session Dates: January 28th ,31st February 6th, 13th, 20th, 25th

PD III

All ESL/NLA teachers will participate in professional development on the following areas:

- Lesson Planning alignment – CCLS
- Developing Rigorous Performance tasks aligned to CCLS
- Discussion and Questioning Techniques – Danielson 3b
- Assessment in Instruction – Danielson 1e

All sessions are facilitated by : NYC RBE-RN@Fordham University, Roser Salavert

Session Dates: January 28th ,31st February 6th, 13th, 20th, 25th

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

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

Major Recommendation

- 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.

According to the 2010 – 2011 JIT Review (page 2); Some ELA teachers are using the new "Voices" reading program, while others are not. This has created a confusing curriculum for reading. Also noted in the Quality Review 2010 – 2011 (page 4). The school needs to improve upon the "development of curriculum in English Language Arts, so that it is better aligned with New York State Standards. There is an unclear alignment of the sixth grade English Language Arts curriculum, VOICES, to the New York State Standards. This lack of alignment, specificity, and unclear benchmarks, impacts on the lack of rigor.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

<input checked="" type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- 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.

Improve teacher's effectiveness and understanding on how to create rigorous tasks and questions by adapting and revising curriculum maps to reflect Common Core - alignment. Resulting in a 3% - 5% increase in the percentage of students scoring a Level 3 or Level 4 on the NYS ELA. Increase reading achievement for the Limited English Proficient (LEP) and Students with Disabilities (SWD) student groups. Students will demonstrate progress toward achieving state standards scoring at Level 3 and Level 4 on the NYS ELA as measured by a 3% -5% increase (3% = 7; 5% = 11 ELL subgroup 218 students); (3% = 3; 5% = 5.3 IEP subgroup 106 students).

3.2 – Align English Language Arts Curriculum to Common Core Learning Standards to reflect instructional shifts and implement Common Core – aligned units of study

3.4 – Provide common planning time for ELA and ESL teachers to meet, discuss, and revise, units of study/evaluate student work

3.5 – Develop a school-wide data system to: collect, evaluate (with clear benchmarks), monitor student achievement and revise units of study

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.

A)

Researched – Based instructional strategies and activities:

Teacher cohort professional development offered in ELA and ESL/NLA focusing on the following areas. Teachers have been identified to receive differentiated professional development based on informal observations, school team walkthroughs. Areas/topic noted have been determined from school trends:

Depth of knowledge Webb; Hess Cognitive Matrix, Charlotte Danielson's Framework (Emphasis on competencies 3b,3d and 1e), SIOP (ESL/NLA teachers)

Teacher Modeling

Formation of two study Groups for Special Education and ICT teachers

Explicit Instruction and Qualitative Reading Inventory formulated to address and support the lowest third SWD and ELL students

Paraprofessional Professional Development - 6 professional development workshops offered to provide instructional support for paraprofessionals

Achieve 3000 professional Development

Modify ESL curriculum and scheduling to include weekly double period of Achieve 3000 for ELL students in TBP 9 Traditional Bilingual Program and FSESL

Priority Standards have been chosen that are aligned to school – wide needs and instructional shifts and instructional considerations for ELL's and SWD's. For ELL subgroups, priority standards include those addressing vocabulary, reading analysis and the use of evidence, collaborative discussions, as well as grade – level writing in various genres (expository, narrative, argument).

Departments develop standard-based tasks for every unit that is Common Core – aligned to ensure that all students complete rigorous tasks per unit. Tasks are scaffold and increase in length and complexity.

B)

Key personnel and other supports used to implement and facilitate strategies/activities

- School – wide Instructional Specialists
- Fordham PSO Consultant, Zulma Candelario
- NYC RBE-RN@Fordham University, Roser Salavert
- QIP (Quality Improvement Plan)– SESIS, Josie Suarez;
- Achieve 3000 Representative
- Houghton Mifflin Consultant, Helene Alalouf
- SATIF, Ron Feinstein

C)

Progress effectiveness and impact evaluated by Principal, Assistant Principals

Evaluation of Strategies and Activities include:

Achieve 3000 data results, ongoing formative and summative assessments to include Common Core aligned: practice tests, midterms; unit exams, Fontas &Pinnell Running Records, Qualitative Reading Inventory benchmark assessments and Acuity. Teacher goal setting meetings and teacher assessment binder reviews. Teacher participation in PLC's. Review of lesson plans, informal and formal observations, team walkthroughs.

D)

Timeline Implementation

- 100% of the teachers will participate in a minimum of 10 hours of professional development throughout the 2012-13 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other’s practice, and establishing individual professional goals (GROW – **G**oals **R**eal **D**ata **O**ptions **W**hen)
- By January 2013 all teachers will participate in the Inquiry Team process once a week, with the identification of 3 students, developed action plans for the students and benchmarks to assess student progress.
- By March 2013 all content cohort PLC’s will have completed eight professional development sessions on: Depth of knowledge Webb; Hess Cognitive Matrix, Charlotte Danielson’s Framework (Emphasis on competencies 3b,3d and 1e), SIOP (ESL/NLA teachers)
Teacher Modeling
- By March 2013 all teachers will have participated in the goal setting meeting with the principal or assistant principals
- By April 2013, all teachers will have participated in the Mock Quality Review process which includes individual teacher interviews, classroom visits and teacher debriefing.
- By June 2013 100% of the paraprofessionals will have participated in six sessions of paraprofessional instructional support
- By June 2013 100% of the teachers will have received a minimum of 10 hours of professional development on Charlotte Danielson’s Framework for Professional Practice, with a focus on 3b Question and discussion techniques; 3d Using Assessment in Instruction; 1e Designing coherent instruction
- Achieve 3000 ongoing. Benchmark data assessment every six weeks
- By May 2013, Special Education and ICT teachers will have completed the study groups on Explicit Instruction and Qualitative Reading Inventory, with evidence of teachers using the Elements of Explicit Instruction to self assess.

Professional Development

Allocation for Teacher Prep Coverage and Per Diem Substitutes enabling teachers to attend “ In House professional development (PD I and PD II)

Total number of teachers - PD I (22)	Total number of periods- PD I (12 Pd)	Total number of hours – PD I 9hours
Total number of teachers – PD II (10)	Total number of periods – PD II (6Pd)	Total number of hours – PD II 4.5hours
Total number of teachers– PD III (6)	Total number of periods– PD III (6Pd)	Total number of hours – PD III 4.5 hours

Budgets 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).

Teacher Coverage/ Per Session for common planning sessions and professional development; Professional Development (title I-SWP) As described in goal #1 – Consultants; Fordham PSO (set aside-CFN)

After school Program

Reading and Math Institute 65 Students

Tues, Wed, Thursday Feb 25th – April 30th

3 – 5 PM

ELA/ Math (NYC Ready)

Target subgroups

Level 1/ Low Level 2 students

High Level 2/Low Level 3 students

Number of Teachers : 7, **Supervisor: 1**, Paraprofessional: 1

Total number of Hours: Teacher: 336, **Supervisor: 48**, Paraprofessional: 48

Supervisor's Role

Create the posting , interview and hire the teachers, facilitate the teacher professional development prior to program start

Create consent forms, Use student data to create class lists for teachers and students, communicate with parents about the program and student attendance

Meet with vendors to select the appropriate materials, Decide on program materials, consult with the principal on the materials, collaborate with purchasing secretary to order

Materials

Hold an assembly with all participating students to establish rules and expectations

Monitor daily attendance and dismissal, coordinate with purchasing secretary to order afternoon snacks, school safety, and custodial services

Monitor student behavior during the program, Coordinate with data specialist to upload student pre and post test assessments

Provide students with letter of completion]

Supervisor's days – Tuesday, Wednesday, Thursday, (3:30 – 5:00) and Saturday(9:00 – 12:00)

Saturday Academy

Program I Feb 23rd - April 27th **40 Students**

Saturday 9 – 12PM

Target Subgroups: Enrichment – Level 3 and 4 students

YO Magazine Publishing/ Robotics

Program II Feb 23rd - April 27th **40 Students**

Target Subgroups

Saturday 9 – 12PM

ELL – Level 2 students-(Read for Real)

SWD – Level 2 students – (Word Wisdom)

Number of Teachers : 5, Supervisor: 1, Paraprofessional: 1
Total number of Hours: Teacher: 135, Supervisor: 27, Paraprofessional: 27

Supplies include the following:

Paper, pencils, student folders, journals, robotics materials

Books and teachers guides (/ Ready; Buckle Down {Both Reading and Math}; Read for Real)

All of the materials and supplies will be used by the students

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.

According to the 2009 – 2010 JIT (Page 9) There is no evidence that teachers are required to keep assessment binders that include formative and summative data. There is no evidence of the use of data for teacher planning and instruction or that lessons are aligned with data analysis. The team saw little evidence that data analysis was used to differentiate instruction, particularly for the identified subgroups. Data that was collected by the Instructional Teams identified class trends only, and did not track individual student progress. 2010 – 2011 Quality Review (Page 5), states the school needs to show improvement on consistently using data to set goals for individual students and subgroups to improve teaching practices across the grades. The reviewer noted that teachers do not engage sufficiently in item analysis of summative and periodic assessments to set differentiated learning goals.

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 a) Use of data, b) instructional practices and c) 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.

Improve teacher pedagogy and effectiveness through structured systems and shared understanding of instructional excellence, by engaging 100% of the teachers in on-going professional development around selected domains of Charlotte Danielson's Framework for Professional Practice.

4.2 All content area teachers will set instructional goals/action plans for the lowest third performing students in their respective classes with benchmark dates to assess student improvement, differentiated supports/strategies and flexible grouping

4.3 All content area teachers will implement Common Core – aligned units (ELA, Math, Science, Social Studies). Each unit will provide points of access for all students and culminate in a performance task aligned to the Common Core

4.4 a) All content teachers will maintain an assessment binder to include item analysis of summative and periodic assessments, students' instructional goals/action plans and individual teacher professional development goals.

b) The school will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for teaching

c) Students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding,

strengthen their ability to use conceptual understanding, and strengthen their ability to use textual evidence in writing and discussions

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

A)

Researched – Based instructional strategies and activities:

Teachers develop instructional goals for lowest –third and highest performing students in their respective classes

Using Achieve 3000, student progress is monitored every six weeks to determine progress toward CCLS standards and the NYS ESL standards. Individual students’ data is analyzed and differentiated reading and writing tasks are assigned. CCLS and ESL Standard’s data reports help teachers identify performance trends, allowing for revision and adaptation of goals

All content teachers will implement Common Core – aligned units of study: two in math, two in ELA, two in social studies, and two in science including the ESL teachers(ESL teachers will use the SIOP model to create lesson plans to support both content and language objectives). The other units of study have been adapted to Common Core to include culminating performance tasks. Additionally speaking/ listening and language standards are addressed. Curriculum maps are posted on Atlas 21st Century

During common planning and Inquiry Team Meetings, teachers will collaboratively analyze student data, make decisions on instructional/teaching next steps, revising the units of study and differentiation

Teachers use online grading system - JupiterGrades

Teacher goals are aligned to Charlotte Danielson’s Framework for Teaching. All teachers receive professional development support that promotes independent and shared reflection and leadership growth. Danielson serves as a normed understanding of what “effective teaching” looks like.

B)

Key personnel and other supports used to implement and facilitate strategies/activities

- Principal
- Assistant Principals
- School – wide Instructional Specialists (ELA Coach, Math Coach, Science Grade Leader, Social Studies Lead Teacher, Bilingual Coordinator)

- NYC RBE-RN@Fordham University, Roser Salavert

C)

Progress effectiveness and impact evaluated by Principal, Assistant Principals

Evaluation of Strategies and Activities include:

Achieve 3000 data results, ongoing formative and summative assessments to include Common Core aligned: practice tests, midterms; unit exams, Fontas & Pinnell Running Records, Qualitative Reading Inventory benchmark assessments and Acuity. Teacher goal setting meetings and teacher assessment binder reviews. Teacher participation in PLC's. Review of lesson plans, informal and formal observations, team walkthroughs. Action plans submitted by Inquiry Teams.

D)

- By December 2012 all 100% of the teachers will complete individual professional goals aligned to the selected Danielson Framework for Teaching competencies and participate in goal setting meetings by March 2013.
- By January 2013 100% of the teachers will participate in the Inquiry Team process.
- By March 2013 all content cohort PLC's will have completed eight professional development sessions on: Depth of knowledge Webb; Hess Cognitive Matrix, Charlotte Danielson's Framework (Emphasis on competencies 3b,3d and 1e), SIOP (ESL/NLA teachers)
Teacher Modeling
- By June 2013 100% of the teachers will have received a minimum of 10 hours of professional development on Charlotte Danielson's Framework for Professional Practice, with a focus on 3b Question and discussion techniques; 3d Using Assessment in Instruction; 1e Designing coherent instruction
- Achieve 3000 ongoing. Benchmark data assessment every six weeks
- By May 2013, Special Education and ICT teachers will have completed the study groups on Explicit Instruction and Qualitative Reading Inventory, with evidence of teachers using the Elements of Explicit Instruction to self assess.
- Parents will receive student progress reports every six weeks

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).

Teacher Coverage/ Per Session for common planning sessions and professional development; Professional Development (title I-SWP)– Consultants; Fordham PSO (set aside-CFN)

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.

According to the 2009 – 2010 JIT(page 2) -**School Strengths** The Wade Academies have many partnerships with community organizations, e.g., Girls Inc.; Beacon; Morrisania Health Clinic; and the Helen Keller Foundation. The family room is actively used, and workshops are offered frequently for parents. Quality Review (Page 4)-The school offers extensive opportunities to support the social/emotional growth of students and families with effective partnerships.

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.

We will continue to integrate child/youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students. This will be reflected by a 3% increase in the number of parents completing the Learning Environment Survey.

5.2 – Continue our partnerships with Fordham University, Columbia University, Iona College, Girls Inc. Planned Parenthood, Christadora Manice, NYS Trout

Association, Creative Arts Team, LeAP, ACDP Beacon, while expanding our partnerships in 2012-2013 to include: The NY Yankees, Bronx Borough President’s office, Young Athletes, The Way to Happiness Foundation, Model’s and Media Club House

5.3 – Continue to maintain and create support systems and partnerships to address the social, mental and emotional development for all students with a focus on “high risk students.

5.4 – Continue to provide school wide systems and protocols to ensure student safety

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - 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.
 - timeline for implementation.

Instructional Strategies**A)**

Student Intervention Team (SIT) and Instructional Support Team (IST) will continue to meet weekly to discuss students that have been referred by their teachers and or have been deemed in social/emotional crisis or not meeting academic standards. The teams will create an action plan for the individual student in partnership with the classroom teachers and parents based on student need. This may include counseling, peer conflict resolution, peer leadership groups, group counseling, or referrals to outside mental health agencies or family counseling.

Monthly Parent workshops co-facilitated by the parent coordinator and PTA

B)

SIT – School –based Social Worker, Guidance Counselors, Social Work Interns, SBST Social Worker, Deans, Assistant Principal, SAPIS Counselor, Mandated Counselor and ACS – Social Workers/Case managers when needed

IST – School – based Social Worker, Instructional Specialists: ELA, Math, Science, Social Studies, Bilingual Coordinator, Assistant Principal, Programmer, SETSS Teacher, IEP Teacher

Monthly executive team meeting (parent coordinator and PTA) with the principal to establish agenda and parent outreach and activities for the month

C)

An assistant principal is assigned to each team, to monitor its effectiveness. Student cases that are reviewed by both teams are generally referred by the teachers. Teachers are invited to the meetings to participate in the development of the action plan and receive follow – up in writing.

D)

Both Teams meet weekly. The agenda, attendance, and action plans are maintained and file for confidentiality. The individual student cases are reviewed every 4 weeks and the length of the support is contingent up the severity of the case and students’ needs

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).
Teacher Coverage/ DOE Professional Development

OTPS – supplies/materials for meetings

like?		
The New NYESLAT Assessment	Bilingual Coordinator	April 2013
For Parents of SWD and ELL's Supporting your Child's Individual Needs	George Heyliger/ John Skelly Assistant Principals	May 2013
End of the year -Parent Celebration	PTA and Parent Coordinator	June 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).

Saturday Parent Retreat; Session facilitated by Teachers

April 26th

9 – 12

Hosting 4 parent workshops/training classes

Family Math Day – Math Instructional Specialist

March 23rd

9 – 12

Students and their parents engage in math activities CCLS Aligned

ESL Classes for Parents – Facilitated by ESL Teachers

March 16th , March 23rd, April 6th

9-11

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	Guided Reading	All ELA Classes – 2 periods per week (Whole Class)	During the day
	Language Academy	ELL students including Long Term ELL and ELL SWD's (Small Group)	After – School – 3 days per week
	Achieve 3000	All ESL and FESL Students SWD's (Whole Class)	Double period – 1X per week
	Writer's Workshop (Strategies for Writing)	ICT classes (Whole Class)	During the day
	Vocabulary Intervention (Burkes Vocabulary)	Level 1 and Low Level 2 students	Before School – ETS 37.5 Tues - Thurs
	SETSS	Mandated SETSS students (Small group)	Push in model; During the Day
	SHTP – Kaplan	Selected 8 th Grade students	After School

	<p>Homework – Study Hall</p> <p>After-School Test Prep Program Ready - NYCCLS</p> <p>Reading Intervention Capulet Reading Program</p>	<p>(Small Group)</p> <p>6th – 8th Grade students (Small group)</p> <ul style="list-style-type: none"> • Over – aged/hold over students (small group) • High level 2 students (Small Group) <p>SIFE Students (small Group)</p>	<p>After - School</p> <p>After School</p> <p>Saturday</p>
Mathematics	<p>Math in Focus (Singapore Math)</p> <p>Integrated Algebra</p> <p>Math Enrichment</p> <p>SHTP – Kaplan</p> <p>Homework – Study Hall</p> <p>After-School Test Prep Program Ready - NYCCLS</p> <p>SETSS Basic Computational Skills in Math</p>	<p>Selected 6th, 7th, 8th Grade classes</p> <p>Select 8th Grade Students</p> <p>Select 8th Grade students</p> <p>Selected 8th Grade students (Small Group)</p> <p>6th – 8th Grade students (Small group)</p> <ul style="list-style-type: none"> • Over – aged/hold over students (small group) • High level 2 students (Small Group) <p>Mandated SETSS Students</p>	<p>During the Day</p> <p>During the Day</p> <p>After School</p> <p>After School</p> <p>After School</p> <p>After - School</p> <p>During the Day Before School – ETS 37.5</p>

		Level 1 and Low Level 2 students	
Science	Kaplan Science Christordora Manice	Selected 8 th Grade Students Small Group and one to one Select 8 th Grade Science Classes (Whole Class)	During the Day – Circular Six Assignment During the Day
Social Studies	Kaplan Social Studies	Selected 8 th Grade Students Small Group and one to one	During the Day – Circular Six Assignment
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SIT/IST Counseling Mandated Counseling SAPIS Counseling OT/PT/Hearing/Vision Morrisiania School Clinic	Group Counseling · Individual Counseling · Referrals to Outside Agencies Gender Counseling Student Leadership Group Family Counseling Student Conflict Resolution Provide health-related services	

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.

Highly qualified teachers are attracted through professional reference, internships, and student teaching through Fordham University. Wade Team members are also encouraged to continue their education and attain additional graduate or post-graduate degrees as well as certification in multiple areas.

In addition to be fully highly certified and licensed in their assigned areas, current Wade Team Members will become highly qualified through participation in on – site professional development, study groups, Inquiry Teams, PLC's and CFN 551 workshops. Participants will then facilitate peer sessions to turn-key the information and knowledge. Through this process of teacher teams, each individual gets an opportunity to cultivate their craft.

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

Our school, The Wade Academies MS 117X 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 our parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator, Madeline Santana will serve as a liaison between the school and families. Ms. Santana 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. Ms. Santana will also maintain a log of events and activities planned for parents each month and file a report with the main office and the Family Advocates office for district #9.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

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

SCHOOL-PARENT COMPACT

The Wade Academies MS 117X in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader D. Maldonado/ M. Struk	District 9	Borough Bronx	School Number 117
School Name Joseph H. Wade Academies			

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

Principal Delise Jones	Assistant Principal John J. Skelly
Coach Yamilette Vargas	Coach Shoshana Cohen-Fraade
ESL Teacher Viviana Luna-Castillo	Guidance Counselor Valeus Lacoste
Teacher/Subject Area Dulce Martinez -Math	Parent Keisha Bailey
Teacher/Subject Area Mercedes Beltre - Science	Parent Coordinator Madeline Santana
Related Service Provider Linda Petrone- SETSS	Other Darryl Lewis - Test Coordinato
Network Leader Marge Struk	Other Eileen Beckett- ESL Teacher

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	4	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	714	Total Number of ELLs	231	ELLs as share of total student population (%)	32.35%
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Part II: ELL Identification Process

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

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

1) The steps we follow for the initial identification of students who may possibly be ELL's is as follows. Our trained Pupil Accounting Secretary receives the new students and begins the registration process. She collects their personal information such as current address, immunization records, birth certificate and previous school's data. Based on the information she gathers, our Secretary hands the parent or guardian the Home Language Survey Form in their language, and refers the family to the Bilingual Liaison. If at the time of enrollment, the Secretary can not identify the Home Language of that parent, she pulls a copy of each of the HLIS available in the office, and allows the parent to take the one in his/her language.

However, we know our community. Most of the families we receive are Spanish speakers with a slight increase in the number of French speakers in the last two years. For this reason, we have four pedagogues who have been trained in-house to assist parents in the completion of the HLIS. They are: Ms. Vargas (SP), Mr. Lugo (SP), Ms. Henderson (SP), Ms. Blackmon (FR). The Pupil Accounting Secretary has the schedule of each one of these Liaisons and she contacts them when needed, according to language and availability.

Once contacted, the Bilingual Liaison proceeds to help the parent or guardian complete the Survey. If after completing the Survey, the Bilingual Liaison is in doubt about the accuracy of the information presented, he/she conducts an informal interview to determine the student's home language and/or English language ability. Based on the information offered in the HLIS and the interview conducted, the pedagogue determines if the child is eligible to take the LAB-R.

Students eligible to take the LAB-R are tested within the first ten days of admission. This test is hand-scored to determine eligibility and student placement. According to the test's results, we determine if the child is eligible for services. If the student scores below the proficiency level in the LAB-R, his/her parents receive a Letter of Entitlement. In this letter, parents are informed about the test's results, and are invited to attend an orientation meeting to learn about the different programs available for English Learners. Following the meeting, they are asked to complete a Parent's Choice Form expressing their preference. If we offer the program of their choice, the student is immediately placed in the program they chose. If we do not offer the program requested by the parent or guardian, they are then provided with a list of schools in the community where that program is available. We keep record of parental choices. In the last three years we have been able to provide parents with their Program of choice.

Students who are eligible to take the LAB-R, and whose home language is Spanish, are also administered the LAB in Spanish. This test allows us to determine the student's listening comprehension, speaking, writing and reading level in their native language. The results are used to decide if that child needs additional support in the NLA classroom, during and/or after school hours.

Annually, we administer the NYSESLAT to all English Learners. They are tested according to state administration directions and accommodations. The Speaking part of the NYSESLAT is administered by a trained ESL teachers. For this section, students are individually pulled out from the classrooms and taken to a separate location where the teacher conducts the test. To accommodate NYS

testing procedures, there is not student movement in the building during the administration of the other three parts of the test (Listening, Reading and Writing). To make certain we are providing the best testing conditions, each of the three parts are administered in the morning, on different days of the week. Bilingual and FESL classes are tested in their homeroom classroom. Students receiving pull out ESL services are grouped by grade and moved to an appropriate testing location. To determine NYSESLAT eligibility we use two ATS reports: the RLER and the RLAT. The RLER indicates if the student is eligible to take the NYSESLAT and the RLAT shows the score history of each eligible student.

We have several programs in place to help prepare our students for the NYSESLAT. Between March and April, we have a Test-prep Unit which is part of the ESL/NLA Curriculum. During this Unit, teachers format their everyday lessons, in the same way students will encounter the material in the NYSESLAT, providing ample opportunity for sentence completion, storytelling, social interaction, answering questions with graphic responses as well as reading short and long passages. Furthermore, teachers scaffold their writing by using picture prompts and pre writing exercises, before completing a writing piece, on topics commonly found in the test. In all, students receive intensive and extensive practice in all four language strands, in an increasing level of difficulty.

In addition, in February we begin the NYSESLAT Academy. During this afterschool program, students are also instructed using a NYSESLAT Test-Prep workbook. This workbook is print-rich and resembles the actual test. It presents opportunities for students to speak, listen, read and write at all levels of proficiency. We also support and test prep our students through the Extended Day 37.5, our Saturday and Vacation Academy programs.

2) The structures in place to ensure that parents understand all three-program choices are as follows. First we invite the parents to an information ESL meeting. We have a large meeting in the fall where we present the highlights of Part 154, discuss Title III Funds, explain the Identification Process and show them the EPIC video in different languages. Parents are also given an information brochure about the three program choices available for ELLs and the Parent Choice Form. At that time, parents are asked to complete and return the form. If a parent requires more time to make a decision, he or she is permitted to take the form home and send it with their child next day. If they do not return the form we send notices home to the parents until this one is returned. In the event that a parent does not return the Parent Choice Form, in two weeks, we default to Transitional Bilingual. Parents are then informed of the decision by receiving a Placement letter.

When a new student arrives during the school year, one of the trained pedagogues help the parent or guardian complete the Home Language Survey. If after completing the Survey we determine that the child's language is other than English, the student is then administered the LAB-R within the first ten days of entry. If the student scores below the proficiency level in this test, one of the Bilingual Liaisons schedules an appointment to inform the parents of the three choices they have. They are provided with a brochure in their home language and the Parent Choice letter. If a parent requests a program other than TBE or FESL, we make them aware that we do not currently have that program in our school and provide them with a lists of schools in our community that have the program of their choice. (This will happen until we reach a certain number of applicants for a dual language program.) We then follow up with them to record their final choice.

This is the order in which the student ID process and the parental communication process take place:

- a. As part of the student enrollment process, parents of students who enter school in the US for the first time, complete a Home Language Survey
- b. Based on the answers given in the HLIS, the Bilingual Liaison determines if the student is eligible to take the LAB-R
- c. If the child is eligible for the LAB-R, he/she is tested within the first ten days of enrollment.
- d. The LAB-R is immediately hand scored to determine eligibility.
- e. If the student scores below the proficiency level, that child is eligible to receive ESL services. If that is the case, then
- f. An Entitlement Letter is sent home informing the parents of the results of the test. This letter is also an invitation to the parents to attend an informational meeting to gain understanding about the program options they have for their child.
- g. Parents attending the meeting watch a video in their native language, describing the three program choices: TBE, FESL, Dual Language. After the orientation, parents are given a Program Selection Letter and are asked to complete it and return it.
- h. If the parent chooses one of the programs we offer (TBE, FESL), their child is immediately placed in that program. Parents then receive a Placement Letter, indicating in what program and class their child was placed.
- i. If a parent chooses a program that we do not offer (Dual language), they are informed about what steps to take in order to find

the program of their choice.

i. Program Selection letters and Placement letters are filed and kept in the Bilingual Coordinator's office (rm. 133).

3)

At the beginning of the year, when a parent registers a child in a New York City school for the first time, the Pupil Secretary provides that parent with the HLIS in their home language. The Secretary then refers the parent and the child to one of the Bilingual Liaisons in our school. The liaison helps the parent complete the Survey form and, based on the answers given by the parent and the child, the liaison determines if the student is eligible to take the LAB-R. At that time, the Bilingual Liaison keeps a copy of the HLIS for his/her records and returns the original document to the main office, where it is put on file.

After administering the LAB-R, parents of eligible students receive Entitlement letters. In this letter they are informed about test results and the student's rights to receive services. At that time parents are invited to attend an orientation meeting. In this meeting the parents are given Program Choice letters. If the parent chooses one of the Programs we offered, the student is immediately placed in the program of their choice. Parents are informed of this action, by receiving a Placement letter. If the parent requests a language program not available in our school, we provide them with a list of schools in the community that have the program of their preference. In the event that a parent does not return the Program Choice letter within two weeks, we default to TBE.

The Bilingual Liaison maintains a checklist to track all documentation completed by parents, sent home and received back from home: HLIS, Entitlement Letters, Program Choice Letters and Placement Letters. To assist with communication to the parents, the Parent Coordinator, Madeline Santana, calls the parents and keeps a log of who was called and when the calls were made. This information is given to the Bilingual Liaison for record keeping purposes. All parental communication letters, including Entitlement letters, Program Selection letters, Placement letters as well as the HLIS, parent's orientation agendas and sign in sheets, are filed and kept in the Bilingual Coordinator's office (rm. 133)

4) The criteria and procedures used to assess and place ELL students are described above. Parents of students, who enroll the school for the first time, complete the HLIS. If it is determined that the student speak a language other than English at home, we administer the LAB-R. Based on the results of the LAB-R, the school determines entitlement. Parent of students who are entitled to receive ESL services are then invited to an orientation. The orientation is facilitated in the parent's native language, as well as the video presented and the meeting's agenda. We currently conduct meetings in English, Spanish and French.

5) Upon reviewing the Parent Choice Forms, for the past few years, the trend on Program selection is Transitional Bilingual Education as the first choice and FESL as the second Program most requested. At this time we have not received a request for a DL program.

6) The Programs we offer at our school are aligned with parent requests. We have a large ELL population at our learning community, hence the reason we are currently offering two programs: TBE Spanish and FESL.

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
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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%)							3	3	3					9
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							1	1	1					3
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	39
SIFE	21	ELLs receiving service 4-6 years	52	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. [?](#)

	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	78	11	1	8	2	5	3	0	3	89
Dual Language										0
ESL	33	5	5	44	2	14	61	0	17	138
Total	111	16	6	52	4	19	64	0	20	227

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	29	31					90
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	30	29	31	0	0	0	0	90

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-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	0						39	50	40					129
Chinese														0
Russian														0
Bengali							1	1						2
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	3					5
TOTAL	0	0	0	0	0	0	41	52	44	0	0	0	0	137

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?

A. Programming and Scheduling Information

1) We are a 6-8 middle school with a departmentalized structure. We do not have any self contained classes and all our students move from class to class based on their schedule. With the exception of special education students that are mainstreamed, all students travel as a class each period. We have three general education CTT classes (one on each grade); two Bilingual Special Education classes (one 6th grade and one 7/8); three FESL classes (one on each grade); two TBE 6th grade classes; one TBE 7th; One 7/8 TBE (new arrivals); and one 8th TBE class. Our organizational models consist of both Push in and Pull out.

2) All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students receive 360 minutes of language support per week. Advance ELL students receive 180 minutes per week. Beginning and Intermediate ELLs in the TBE Program also receive mandated NLA Units as determined by the CR Part 154.

3) Our ELA/ESL/NLA departments follow a parallel curriculum. Reading materials are related to the grade appropriate classroom topics that ELLs are being taught. The ESL/NLA/ELA teachers follow a pacing calendar or Units of study to ensure school wide continuity. See below.

	ESL/NLA Unit	Genre	Weeks
Identity Awareness	“I am More Than Just a Pretty Face”	Autobiography, Biography, Memoir	1-8
Perspective Taking	“Not All That Glitters is Gold”	Articles, Essays, Editorials, Ads	9-13
Conflict Resolution	“Everything Happens for a Reason”	Short story	14-20
Social Awareness	“Taking the Bull by the Horns”	Novel	21-26
Love and Friendship	“In Unity There’s Strength”	Letters, E-mails	27-29
Test Prep	Beginners/Intermediates/Advance: ELA/NYSESLAT; New arrivals: NYSESLAT		30-36
Freedom and Democracy	“Knowledge is Power”	Primary Source Documents	37-40

In our TBE program, content area instruction is provided in the student’s native language with intensive support in ESL and NLA in the mandated time allotment. The ESL component focuses on developing the students’ language skills in the four strands: listening, speaking, reading and writing. Our content area teachers provide instruction in both English and Spanish. In the beginning stages of English language acquisition, 60% of instructional time is provided in the student’s native language and 40% in English. As the student acquires vocabulary, develops fluency and reading understanding, the English instructional time increases. Students receive grade level/ standard-based academic work, within the framework of differentiated instruction and differentiated assessment.

Students in our FESL classes receive all of their instruction in English, with native language support in the classroom. As per NYSESLAT data, students are appropriately placed in Intermediate/advance classes. They receive their mandated allotment of ESL and ELA by certified teachers. While ESL methodologies are used in the content area classes, instruction is delivered in English. The use of the native language provides additional support for content specific comprehension. In addition, language and content area teachers instructing these classes are trained in the use of ESL strategies and methodologies to support the language acquisitions of ELLs. Teachers of FESL receive support from an ELL coach who is available weekly to answer questions, discuss challenges, and offer options for instructional modification.

4) Students are appropriately evaluated in their native language. Students entering the school, who’s main language is Spanish, are given the LAB in Spanish to determine reading comprehension in their own language. Additionally, at the beginning of the year, NLA teachers used the web-based Achieve 3000 Levelset test to determine grade reading and lexile levels. Teachers also evaluate students reading and writing abilities through formative assessments such as questioning and the use of exit slips, as well as summative assessments. Students are formally and informally assessed before, during and after every Unit. Since native language skills can vary greatly within the same grade level, results of formative and summative assessments are analyzed and used to modify instruction in an individual basis.

5.) We have several methods in place to assess our ELL students throughout the school year. We use standardized testing: Acuity, ELA, Pearson’s ELL Interim Assessment, and the NYSESLAT. Students are also assessed through Running Records, Unit’s pre and post assessments, as well as several methods of formative assessments. Teachers use questioning techniques, group activities, hands-on projects, presentations and teacher-student one to one conferencing to gather information about students’ understanding. The data collected as a result of these formative and summative assessments is used to group the children and to modify individual instruction.

Many instructional strategies have been implemented to develop the student’s language acquisition skills in English. The ELL’s primary

A. Programming and Scheduling Information

language is used to translate unfamiliar vocabulary or clarify lessons taught in English. At the same time, the following skills and strategies have been used to enhance and increase reading vocabulary, fluency and comprehension.

- * Students are read to everyday in English and in their native language, for development and enjoyment.

- * TBR

- * Word Webs

- * A variety of effective methods are used to increase the student's ability to learn new words (e.g. role playing or pantomime, using gestures, using real objects, pointing to pictures, quick drawings, Spanish equivalents). Teachers introduce content and academic vocabulary before introducing a new concept. This practice is particularly helpful for newcomers and beginners, giving them the chance to listen, identify, relate to the word and then be able to use it in context. With constant use and repetition, students are more likely to learn them and own them.

- * Guided reading (small group instruction) to focus on reading strategies such as main idea and details, predicting, summarizing, inferencing and analysing character.

- * Scaffolding techniques are planned and used in class to support students' understanding and development process.

- * Students read independently their "just right" books. Conversations are structured around books and subjects that build content vocabulary. They are encouraged to verbally share their thoughts and opinions, and to explain "how" and "why". In this way, ELL's will learn and build the academic English they will need to succeed in future schooling.

- * Children are exposed to a variety of literary texts (narrative and expository) and vocabulary words are discussed and emphasized.

- * Objects are labeled in the classroom. Charts are displayed and serve as an open notebook to review previous concepts and as a scaffold for new material.

- * Students learn the writing process (brainstorming, drafting, revising, editing and publishing) as a tool to improve their writing skills and to communicate ideas and everyday experiences.

- * Language and content lessons are built around students' prior knowledge. Organizational activities such as semantic mapping, KWL, timelines, Anticipation Guides and other strategies are used to determine where the students stand in relation to the content of the upcoming lesson.

- * Language is taught along with content. While teaching content, the student's English proficiency is increased by modeling the pronunciation of difficult words in a lesson, emphasizing word meaning, idiomatic expressions and base grammatical structures, necessary to understand and discuss the content area material. Above all, creating a classroom climate where students feel comfortable making mistakes and taking risks.

- * Classroom duties are assigned to ELL students from the beginning to make them feel part of the group.

5a) Students with Interrupted Formal Education are instructed basic reading and writing skills in their native language. In many cases, the NLA teacher employs the use of the "cartilla fonetica" (a book which compiles the sounds of consonants, vowels and most common blending sounds and syllables in Spanish), and index cards with sight words to teach the child to read and/or develop fluency. As we strengthened their native language skills, we also build their self-esteem. In a short period of time, the SIFE student can experience success and recover confidence in his/her ability to learn. This constitutes an important step, as we prepare them for the acquisition of English as second language. Newcomers identified as SIFE as well as those who are performing at least two years below grade level in their native language, are encouraged to participate in our after school program.

5b) For newcomers who have been in the US school system for less than one year, the ESL teacher uses a specific set of instructional strategies. At the beginning, the students need to be acclimated to the school setting. The ESL teacher endeavor is to get them started with English for communication, which can help them cope with day-to-day activities and socialization skills. At this stage, teachers employ a great amount of visuals and manipulatives, to help convey the instructional message. The instructor also provides ample opportunities for listening and speaking in the classroom. Additionally, students are allowed extra response time to encourage participation. The teacher also assigns "work buddies", where older students assist the new students in the transition process. All instruction is guided by the NYS Learning Standards for ESL and the newly Common Core Standards.

Newcomers who have been in the school for one to three years and who are required to take the ELA, are placed together according to NYSESLAT results. These classes receive language and content instruction in English with NLA support. Teachers study the composition of the classroom and assessment data beforehand, and scaffold their teaching to make content and concepts comprehensible for these students. Lessons incorporate visuals, manipulatives and realia to support the acquisition of complex language and deeper understanding. Vocabulary is emphasized. At this stage the teacher equips the student with strategies that can help them decipher new words: the

A. Programming and Scheduling Information

understanding and use of prefixes, suffixes, word roots, family of words and the use of context clues.

Our curriculum alignment encourages the NLA and ESL teachers to address the same Standards, work on the same topic, strategies and skills at the same time, allowing students to transfer what they've learned in one classroom to the other. We pay special attention to cognates to facilitate reading comprehension. Emphasis is placed on lesson planning so it includes daily opportunities for speaking, listening, reading and writing in the English language.

5c) Students receiving four to six years of ESL services are placed in general education classes and continue to receive ESL support in a pull out model. All of their instructional support is in English and instruction is design based on the results of the NYSESLAT. We plan authentic ESL learning experiences that focus on the areas of weakness. In most cases students are verbal with a high level of comprehension. However, they do poorly on test because of poor writing skills. Therefore we incorporate tasks, which reflect all four language strand with strong emphasis on Writing. We also work via ESL to prepare the long term ELLs for the NYS assessments in core subject areas. These students are encouraged to participate in the Extended Day 37.5, after school Title III programs (Saturday Academy, NYSESLAT Academy and Vacation Academy).

5d) Four-six year long term ELL students receive differentiated instruction within the ESL classroom according to their needs as per NYSESLAT results. Through Circular 6, identified teachers provide small group instruction to targeted students.

6) ELL students identified as having special needs as per their IEP, receive SETTS or are placed in a full time Special Education classes. Monthly data is reviewed through SEC to ensure that students are appropriately placed and are receiving the services mandated as per their IEP. ELL teachers use several instructional strategies with ELL-SWD's to support English language acquisition development and access to academic content. They include: project-based learning activities, interactive word walls, teacher modeling, graphic organizers, cooperative learning activities, the use of criteria charts to scaffold learning and rubrics to foster student's independence, and think pair share activities. ESL teachers also use the research-based program Achieve 3000 to further support students.

7) We provide AIS-Math support to all ELL students that have received a Level 1 or a scale score of less than 630 on the NYS Math test. The students participate in a pull out Math program twice a week. These students are encouraged to participate in the Extended Day 37.5, after school Title III programs (Saturday Academy, NYSESLAT Academy and Vacation Academy). Our school uses flexible programming in a variety ways. We provide our students with the appropriate number of units of ESL and NLA as per compliance. We ensure block programming for our students to assist with the transition from elementary to middle school and to provide more time for quality instruction. Additionally, when recommended, students receive individualized programs to reflect mainstream in specific content areas. Flexible programming is used to maximize the time ELL-SWD's spent with non disabled peers. SWD Bilingual classes are scheduled to attend Gym and Lunch with other ELL and regular education students. In addition, when allowed by their IEP, ELL-SWD students are grouped with other students during the Saturday Academy and the afterschool programs.

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:

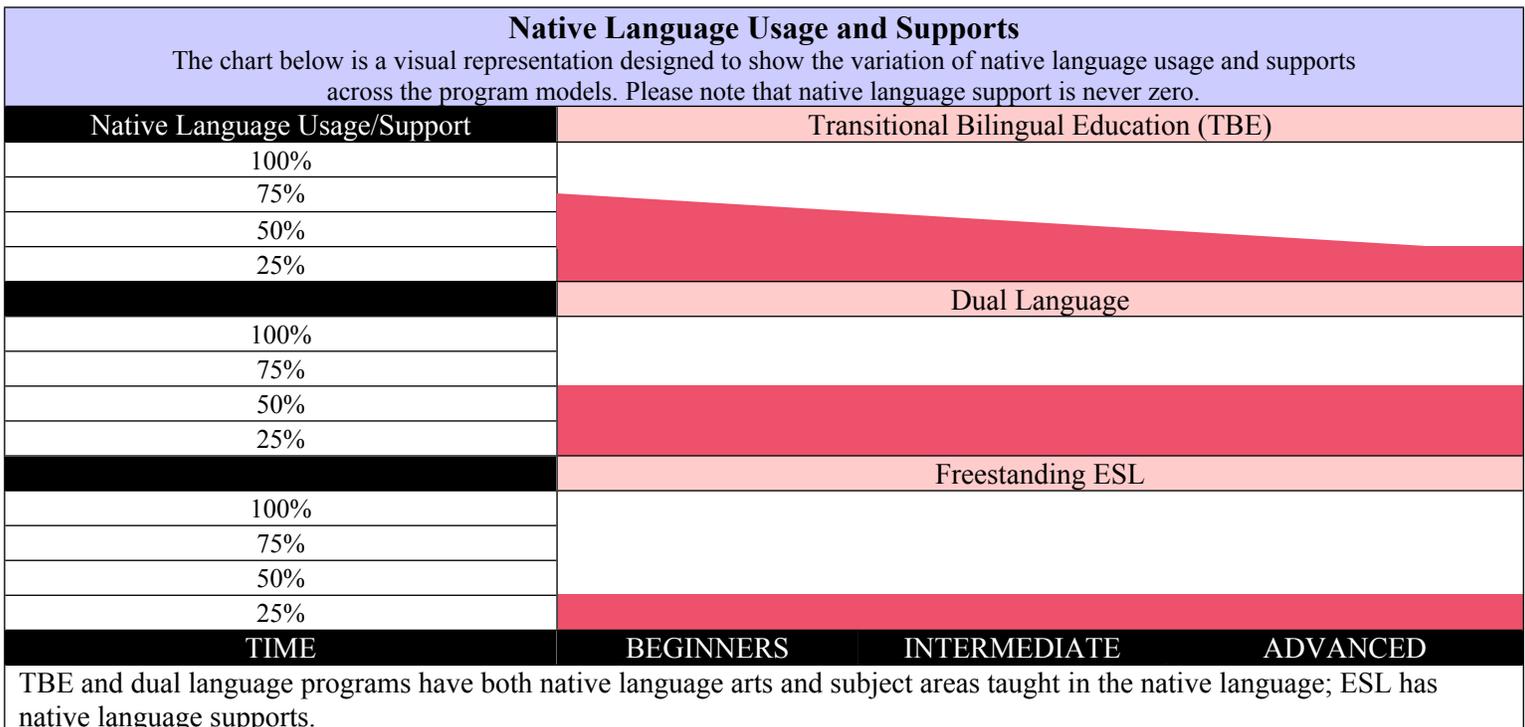
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
Ceramics	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



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) AIS Math support is provided to all ELL students that have received level 1 or a scale score of less than 630 on the NYS Math Test. The students participate in a pull out math program twice a week. These students are also encouraged to participate in the After School program, Extended day 37.5, Saturday and Vacation Academy Programs where they receive intensive support in ESL and Math in small groups. The Achieve 3000 reading program is used weekly in ESL and in NLA classes to provide differentiated reading instruction, according to students' needs. The students and parents are also encouraged to use the program at home. Additionally, our school wide Social Studies and Science midterms are translated and offered in the students' native language.

9) At the beginning of the school year, the Bilingual Coordinator and the Test Coordinator identify those students who achieved language proficiency in the last two years (as per NYSESLAT results). During testing period, these students are pulled out and moved to a separate classroom where they receive testing accommodations (time and a half).

Students in the TBE program who achieve proficiency in the NYSESLAT continue to receive ESL services in the FESL program. This allows the students to move to an all-English environment and still receive the language support needed to achieve success in the NYS ELA assessment, from teachers they already know and trust. We make sure These students

We continue to build knowledge and enhance the skills of these students, focusing on activities that scaffold their language learning. The following activities have been integrated in the curriculum.

- "How to" process in order to help students follow instructions.
- o Teachers are encouraged to develop lessons that follow instructions
- o Teachers are encouraged to bring emphasis to the four language strands.
- Poetry writing in order to enhance reading theme related vocabulary.
- 5w's charts to retell stories prior to writing a summary.
- Text analysis to help students develop skills and strategies needed in order to find an answer to a question.
- KWL chart and brainstorming activities are used to achieve background knowledge and develop thinking skills.
- Graphic organizers are used to assess prior knowledge, help students make connections and integrate reading ideas with their daily experiences. These graphic organizers are also used as a framework for remembering and summarizing stories. In addition, they help students organize details and ideas in order to develop their writing. Assessment is done through testing, questioning techniques and presentations.

10) English Now, Side by Side and Read for Real are some of the interventions implemented to provide differentiated instruction and support to targeted students. In addition, our relatively new FESL Program provides a greater opportunity to build language acquisition and ESL support for students that have attained "advance" classification on the NYSESLAT.

This year we will begin using Achieve 3000 with our FESL classes once a week. We are also working in the development of a targeted after school program that will satisfy the specific needs of our various ELL subgroups (SIFE, Beginners, Intermediate ELLs taking the ELA for the first time, long term ELLs)

11) Due to budget constraints, we are unable to provide Earobics and Focus Forward to our ELL Special Education Students during the academic day. However, we will provide guided practice to our Special Education students through a rigorous after school program and vacation academy. Students will continue to receive services based on their individual academic needs. Earobics, Wilson and Focus Forward have been discontinued due to personnel and budget cuts.

12) We are an SES school and offer two SES in-house providers for our students. The program identified for ELL's on site is NESI. Students participating in the NESI SES program receive 6:1 intensive ESL and Math support. Students use instructional materials specific to their English proficiency level. After attending classes, students partake in an Enrichment Program. They have the opportunity to participate in a club of their choice. Among them: Dance, Science, Technology, Board games, Ceramics, Art, Open Gym and Drama Club. After school, the ELLs have the option of joining Beacon, the Community Based Organization housed in our building for over 15 years. The students participate in homework help, baseball, basketball and soccer classes. On September 16, 2011, we hosted our annual "Back to School Night". SES vendors were invited to participate and share information regarding their program. Over 100 parents attended the session in which all the information about services and programs was provided in English and in Spanish.

13) We are currently using the following technology programs to support instruction in the ELLs classrooms: Destination Math –we have student licenses from grades 2-10, Achieve 3000, A-Z Learning. In addition:

- All ESL and NLA teachers received our newly developed ESL/NLA/ELA aligned Curriculum Map, which is posted online through Rubicon Atlas. ELL content area teachers can also access their curriculum online as well as a great variety of reading and writing resources.
- Series of Books Side-by-Side, reading books and workbook: these books build on student's grammar to develop reading and they develop skills from beginning to advance.
- Read for Real develops reading comprehension using ESL strategies as it builds background knowledge through non fiction readings, cultural notes, word works, grammar and activities for ELLs who need additional language support.

We are committed to equip our ELL's classrooms with the necessary technology to facilitate language development. In previous years we have been recipients of the REZO grant. Thanks to this grant, right now many of our ESL, NLA and ELA classrooms already have or will soon have a Smartboard or an LCD projector. This technology allows the teacher to create interactive lessons, incorporate pictures, add videos, and bring straight to the classroom the great variety of reading and writing resources available through the internet. Teachers can effectively model the writing process (drafting, editing, revising) and note taking, among many other skills and strategies. Our ELL Science classroom also have a Smartboard. Last year we were also able to place two flat screen computers in every ESL/ELA/NLA classroom.

In addition, all ELL Math classes have document readers. Teachers are able to solve a problem or apply a strategy as students see their work and hear their thinking process.

Our school have two fully prepared computer labs, which are used for subject and language instruction and are open for students to conduct research, and type their work. We also have laptop carts in every floor available for teachers' and students' use.

14) Native Language Support is delivered in several ways.

TBE Program: During the first year of transition, students receive 70% of their daily instruction in the L1. Core subjects (Social Studies, Science and Math) are delivered in the native language to facilitate and to advance content learning. The students also receive Spanish Language Arts where we emphasize reading and writing skills and strategies, taught through a theme based curriculum. In core subjects like Math, textbooks and other materials are provided in the native language. NLA teachers were provided with aligned NLA Curriculum Map, which states the skills and strategies to be address in each Unit of study. The curriculum also provides an extensive list of online resources where teachers can access readings, visuals and book readings in the native language. Additionally, NLA and ESL classrooms are equipped with a variety of language books at different reading levels, ranging from picture books and fairy tales through literature written by well-known Hispanic writers, such as Isabel Allende, Sandra Cisneros, Esmeralda Santiago and Julia Alvarez. Classical books like Don Quijote and Lazarillo de Tormes are also available for interested students to read.

FESL classroom: The teaching and use of cognates is emphasized in the Spanish classroom as well as in the ESL classroom. The ESL and NLA Curriculum alignment allows for the direct transfer of content knowledge, vocabulary, grammar, reading and writing strategies. Science and Social Studies textbooks are available to students in their native language.

15) Services support and resources are appropriate to grade and age levels. ESL classes are arranged by grade and English proficiency level. Each grade follows a grade level textbook. Teachers are encouraged to adapt reading resources in order to make grade level material accessible to lower proficiency students. Extra time and additional scaffolding is provided to those students who struggle with appropriate age/level material. Also L1 is used to prepare those students that are performing below grade level to manage grade level material. For example: the NLA Curriculum mocks the reading topics that the ESL beginners will encounter in the ESL classroom.

16) Newly admitted ELL students are welcomed by one of the ESL teachers during the interview and then introduced to their homeroom teacher. The homeroom teacher identifies a buddy for the student that will assist in helping the new student become acclimated with the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) Our school supports ongoing ESL and NLA teacher's participation in professional development activities. Some of the past and upcoming professional development for teachers of ELLs includes the following:

- a. Achieve 3000: teachers learn how to interpret data generated by the research-based reading program and use this information to drive instruction. All teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to retrieve and use reading and other instructional material such as graphic organizers (English and Spanish) and fully develop lesson plans that include activities specifically design to provide support for the ELLs in their classroom.
- b. SIOP: ESL/NLA/ELA teachers of ELLs, as well as the Department coaches participated in a two-day workshops on Shelter Instruction Observation Protocol. The workshops provided participants with new strategies to improve the quality of instruction for ELL students. It focused on the eight components of the model: Teacher preparation, building background, making input comprehensible, strategies and interactions, application and delivery, review and assessment.
- c. Differentiating for ELLs in Science, The literacy Connection: TBE/FESL/SWD Science teachers are scheduled to participate in this two day workshop that will engage teachers in research-based practices in the area of content literacy and differentiated instruction for English Language Learners. They will also be addressing the Common Core Learning Standards (Knowledge in the Disciplines).
- d. Integrating the Common Core Standards in the Spanish NLA Class: NLA teachers will take part in this two day workshop offered by the OELL. This training will introduce and explain the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes. The focus will be on instructional strategies for integrating academic vocabulary, reading, and writing. Sample expository texts in Spanish will be used to model reading comprehension strategies for students in grades 6-12 , including SIFE. Argumentative and narrative writing will be used to go through writing, revising, and editing strategies.
- e. Navigating ATLAS: An in-house training session for ESL/NLA/ELA teachers to review how to access language and content area curriculum and resources through Rubicon Atlas.
- f. Every week ESL and NLA teachers participate in common planning meetings. This year we are aligning all common planning meetings. The first two weeks of each month all Departments explain, discuss and address one or two components of the Danielson framework for teaching. Last month we addressed Domain 2 (Classroom Environment), components 2b and 2d. This month we will begin the discussion on Domain 3 (Instruction), Component 3b. These discussions lead to teacher's self assessment, interclass visitations, and the development of teaching improvement action plans. The third week of each month teachers of ESL/NLA meet to share, view, discuss and analyse ELL data, identify trends and discuss ways in which that data can be used to form groups and to impact individualized instruction. The last week of the month is dedicated to analyzing student work.
- g. All ELL content area teachers participate in weekly content specific common planning meetings. Bellow you will find the specific meeting schedule.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
ETS		Instructional Team			
1			ESL/NLA 6 - 8		
3	6th Grade ELA 6th Grade Math Science 6-8	7 th Grade ELA 7 th Math 7 th /8 th Social Studies	8 th Grade ELA 8 th Grade Math		Cabinet Core

Every month the Principal reviews the Professional Development opportunities offered by the Office of English Language Learners and identifies workshops for teachers in all subject areas, that can improve the quality of instruction for ELLs in the classroom.

Workshops are also provided in house for AP's and coaches on curriculum mapping, lesson delivery, informal classroom observations and the design of standard-based assessments. They are also prepared to develop and implement action plans to help teachers who struggle in the classroom.

Through our Fordham PSO all paraprofessionals are participating in on-going professional development on instructional strategies and the role of an effective assistant teacher. Likewise guidance counselors and other related service providers receive on-going support in managing student caseload, reading and writing quality IEP's, and communicating with parents and teachers about individual specific needs and the use of the newly adopted program SESIS

All non-ESL/NLA/Bilingual teachers will participate in the Mandatory Jose P training. This professional development will provide teachers with a clearer understanding of the meaning of the term ELL and how to better support the needs of all English Language Learners students. The list of participating teachers will include all content area teachers and related service providers. All of the records will be maintained by the Bilingual Coordinator and supervised by the assistant principal, John Skelly.

E. Parental Involvement

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

1) Twice a year we offer the informational ESL meetings for parents ELL students. We also hold an annual “Back to School Night” information session. The purpose of these events is to formally introduce our school staff and teachers to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per Chancellor Regulations. The third Tuesday of every month we hold our parent teacher association meeting. This meeting has increased from 30 parents on average, to 45-60 parents attending every month. Through the PTA and the parent coordinator we host a variety of parents information sessions and activities to familiarize our parents with available resources and services. These activities range from ARIS, grade support information, technology, resume writing to understanding standardized testing. In addition, we promote activities to attract parents and get them involve in our school community. Some of them are: mothers day, father’s day and Thanksgiving luncheons and celebrations. We have a newly remodeled parent’s room that is welcoming and accessible to and for all parents. As a culminating event each year we take the parents to see a Broadway play. Last year we took the parents to see the play “The Lion King”. We had a total of 25 parents attending.

2) We are partners with the following organizations: ACDP Beacon; Girls INC.; Creative Art Team; LeAp; Turnaround for Children, Morrisana Health Clinic; Helen Keller Foundation, Planned Parenthood.

Achive 3000- Home edition. This allows parents to have direct access to their children data and performance. Parents can also use the program to learn English themselves.

Snapgrades- Is an online teacher grade book. Each family receives a parent ID and parents can check their child’s academic, behavioral status and attendance. While this is not a community-based organization it is a tool that we use to communicate with our parents. This information is retrievable in English or Spanish. We also use this program to distribute our school-wide progress reports.

3) Yearly, the school leadership team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environment Survey, to understand how parent feel about our learning community. Finally the principal has an open door policy, enabling parents to meet with her upon needs. We assess the needs of the parents through individual meetings, the school leadership team and through our parent’s monthly workshops. As per our conversations with ELL parents we held our first Computer Training class Saturday, November 19, 2011. Of the eleven participants, five parents had no computer experience at all. In the spring of 2012 we will provide partners with a survey of the workshops or trainings they are interested in. This survey will be developed by the school leadership team

4) We try to ensure that when we are planning activities they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student’s trends, SLT parent surveys and by analyzing the learning environment survey as well as students data.

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
													L

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)							14	14	20					48
Intermediate(I)							11	32	18					61
Advanced (A)							35	30	25					90
Total	0	0	0	0	0	0	60	76	63	0	0	0	0	199

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							9	10	9				
	I							8	19	5				
	A							24	39	22				
	P							29	13	37				
READING/ WRITING	B							14	11	20				
	I							11	32	15				
	A							33	27	26				
	P							12	11	12				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	17	4	0	46
7	43	18	0	0	61
8	30	23	0	0	53
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	19		29		12		0		60
7	24		34		18		1		77
8	32		22		11		0		65
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	39	1	57	3	5	3			108
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	19		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1) Our school uses a variety of assessment tools to assess literacy and language acquisition of our ELL students such as: Running Records, baseline writing, portfolios, project-based learning activities, the Pearson's Ell Interim Assessments, NYESLAT, NYS ELA, Math and Science tests. Based on the results of the 2010 - 2011 NYESLAT data, 12% of our ELL students attained Proficiency and 56% attained Advance Level on the NYSESLAT. Evidence shows that our students continue to struggle in the areas of Reading and Writing. The data results below, represent 2011 – 2012 NYESLAT and NYS ELA Data:

For graders 6 – 8 All students

18 students that have attained Beginning Level on the NYESLAT,	attained a Level 1 on the NYS ELA or 12% Level 1
30 students that have attained Intermediate Level on the NYESLAT,	attained a Level 1 on the NYS ELA or 20% Level 1
18 students that have attained Intermediate Level on the NYESLAT,	attained a Level 2 on the NYS ELA or 12% Level 1
32 students that have attained Advanced Level on the NYESLAT,	attained a Level 1 on the NYS ELA or 21% Level 1
49 students that have attained Advanced Level on the NYESLAT,	attained a Level 2 on the NYS ELA or 32% Level 1
4 students that have attained Advance Level on the NYESLAT,	attained a Level 3 on the NYS ELA or 3% Level 1

2) We will provide differentiated support to our students through our Title III allocation. We are offering an afterschool program that will be geared to the specific performance indicators from the ELA that support the listening and writing on the NYESLAT. Additionally we are providing teachers with professional development support to create individual student goals for their students. The implications for our learning community overall is to provide differentiated support to all of our ELL students in the area of Reading and Writing. This is the area that our students constantly struggle with.

3.) As a result of the data we have been working collaboratively to develop a strategic plan for our ELL student population. Our ESL/NLA Department developed a standard-based curriculum aligned to the new Common Core Standards. We also aligned our ESL/NLA Curriculum with the ELA Units of study to reflect a seamless transition. To support teaching and learning and to ensure that students receive targeted assistance in the four modalities: speaking, listening, reading and writing, we are participating in professional development on and off site.

The goal is to help teachers cultivate their craft and have a greater impact on student achievement.

Through our Fordham PSO Partnership, we have two onsite ESL/NLA consultants. The consultants, Zulma Candelario and Carey Dunn work in the following capacity:

- One-to-one planning with identified teachers
- Classroom visits and debriefing with target teachers
- Providing lunch and learns
- Scheduling and participating in inter-visitations
- Facilitating common planning meetings with the Bilingual Coordinator one the following areas:
- CCSS
- Lesson Planning
- Effective use of vocabulary
- Looking at student work and the implications for teaching
- Danielson's Framework for professional practice

- Designing Rigorous Task in alignment with CCSS

4) We currently have two programs; The Traditional Bilingual Program and the Free Standing ESL. For the 2010 – 2011 year 21% of our sixth grade students attained Proficiency; 8% of our seventh grade attained proficiency and 21% of our eighth grade attained proficiency on the NYESLAT. Additionally 69% of the sixth grade attained Advanced Level; 52% of the seventh grade attained Advanced level and 48% of grade eight attained Advanced Level on the NYSESLAT.

Like the ELA and Math Periodic Assessments, we review the item analysis of the ELL Periodic Assessment collectively as an instructional team and them in common planning meetings with teachers. Next we identify the school, the grade, and the individual class areas of strengths and weaknesses. We go back to our Curriculum maps that are posted online to revise and build in more opportunities to scaffold these specific areas. Individually teachers are provided with support to address these areas in extended time (37.5 minutes), and guided reading practice in the classrooms.

We recognize that the analysis is a good indicator of how the students will perform on the standardized test. Collecting, evaluating, effectively disseminating and tracking what the students know and do well and as well as building in the infrastructure to support achievement is one of our school wide goals, to further support our ELL and SWD.

6.) All of our teachers participate in weekly common planning. The instructional team (principal, literacy coach, math coach, social studies grade leader, science grade leader, UFT teacher center specialist, Bilingual coordinator) meet two to three times a week to develop the instructional goals for the month, the school wide instructional calendar and content area trends. In these meetings, we collectively plan the common planning sessions based on city – wide and school wide initiatives. This includes data analysis. This year we will utilize a tracking system to monitor student weakness enabling us to further differentiate instruction for our ELL 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: Joseph H. Wade Academics

School DBN: 09X117

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Delise Jones	Principal		11/23/11
John Skelly	Assistant Principal		11/23/11
Madeline Santana	Parent Coordinator		11/23/11
Viviana Luna-Castillo	ESL Teacher		11/23/11
Keisha Bailey	Parent		11/23/11

School Name: Joseph H. Wade Academies**School DBN: 09X117****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dulce Martinez	Teacher/Subject Area		11/23/11
Mercedes Beltre	Teacher/Subject Area		11/23/11
Yamilette Vargas	Coach		11/23/11
Shoshana Cohen-Fraade	Coach		11/23/11
Valeus Lacoste	Guidance Counselor		11/23/11
Marge Struk	Network Leader		11/23/11
Eileen Beckett	Other <u>ESL Teacher</u>		11/23/11
Linda Petrone	Other <u>SETSS Teacher</u>		11/23/11
Daryll Lewis	Other <u>Test Coordinator</u>		11/23/11
Cinthia Diaz	Other <u>ELA Teacher</u>		11/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X117 **School Name:** Joseph H. Wade MS 117

Cluster: _____ **Network:** Fordham PSO

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.

As a starting point, the School Leadership Team and the administrative team review the results of the Learning Environment Survey. Administration meets with Parent Coordinator, during monthly cabinet meetings, to discuss parents translation and interpretation needs. In order to maintain our families informed, we use a variety of methods to determine the languages other than English spoken in our school community. They include a review of the Home Language Survey, parental and student's interviews, and ATS reports in which home language is indicated. In addition, calls made by the parent coordinator, teachers, guidance counselors and Parent Association help us determine language needs. To keep the lines of communication opened the school has the following methods in place: a. Automated phone system for messages in various languages to increase parent involvement at school wide events. b. Inventory of languages taken at Parent Association meetings. d. Parent Teacher Conferences e. Attendance teachers' home visits.

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

The Morrisania community is rapidly changing. As a result, we now need to provide communication to our families in Spanish, French and Arabic. The school provides written translation in Spanish for report cards, progress reports, parent association communications, teacher to parent correspondence, and monthly newsletters and calendars. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators. School staff and administrators provide interpretation services. Oral interpreters are available at all parent meetings in Spanish and French. According to ATS reports, 88% of our ELL population speaks Spanish. Other languages spoken include Arabic, Bengali and Congo. We have been successful in oral communications, but we still need to establish procedures and resources in languages other than Spanish, French and Arabic. Language related findings are discussed during SLT meetings, LAP meetings, PTA and Cabinet meetings.

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.

In order to meet the identified needs of our school community, the school will be translating the following documents:

- A parent workshop survey distributed at the beginning of the school year
- A "Welcome Packet" sent home with students
- Related Service providers monthly progress reports
- Bi-weekly progress forms sent home by teachers of all subject areas
- Monthly calendar of school events
- School Messenger communication system will be used to contact parents via phone or email for absences and special events
- Jupiter Grades reports, used to communicate with parents about their child's academic and behavioral progress
- *Graduation related letters
- *Attendance related home communications
- Translation and interpretation services will be available for meetings, calls and all correspondences sent home.

Our French and Spanish language teachers will provide translation and interpretation services in house. This year we will make an effort to incorporate parents in the translation and interpretation of other languages.

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.

The Oral interpretations services provided at the school are rendered by in-house school personnel; Parent Coordinators, Counselors, School Aides, Teachers, Secretaries

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>.

Using PTA conferences, automated message phone system, and parent's handbook parents will be advised of translated services. Parent coordinator will establish the language of preference.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Joseph H. Wade JHS 117</u>	DBN: <u>09x117</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>150</u>
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: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: I. Rationale

The Language Academy will offer academic instruction for ELL students. Our goal is to provide additional language support to subgroups for whom mandated services has shown not to be enough to generate significant progress in the acquisition of English. This literacy afterschool program is customized to address the particular needs of various ELLs subpopulations.

* Newcomers: Students who arrived to the country during this school year and never attended a school in the United States. This particular subgroup is verbally fluent in their native language; however, performs below grade level in reading and writing. Some students in this subgroup are illiterate in their native language. In the afterschool Language Academy the ELL population will receive additional instruction in their native language once a week, and ESL instruction twice a week by certified bilingual / ESL teachers. The additional NLA instruction is intended to develop and strengthen reading and writing skills in their first language in order to facilitate second language acquisition. NLA Instruction will focus on reading (decoding and comprehension) and writing (process and structure); ESL Instruction will provide additional practice in the four language modalities, facilitating the acquisition of academic vocabulary, building background knowledge and developing reading comprehension.

* ESL Intermediate: We will use the term intermediate for students who have been receiving ESL services in a New York City school for 1-4 years and attained a Beginner or Intermediate level in the NYSESLAT. The majority of these students have acquired a level 1 in the ELA and some of them will be taking the ELA test for the first time in April. These students will receive additional reading and writing support.

* The next subgroup is the Long Term ELLs and ELLs in the Freestanding ESL Program. Most of this students have attained an Advance level in the NYSESLAT. However, many have remained in the same PL for three years in a row and are performing at levels 1 or 2 in the ELA state test. Even though these students are verbally fluent, they scored below the proficiency level in Reading and Writing. This students will receive additional help in both modalities.

* Lastly, we will be serving a considerable large group of F-ELL students who have attained language Proficiency in the last two years, however are still performing below grade level in the ELA or Math state tests. These students will receive ELA test preparation, with an instructional focus on reading and writing. The ELA is intended to

II. Subgroups and grade band

• SIFE/Newcomers	6 th /7 th -8 th
• Intermediates (2-5 YOS)	6 th /7 th -8 th
• FESL and Long term ELLs (3 Years in the same PL)	6 th /7 th - 8 th
* F-ELLs	6 th /7 th - 8 th

III. Schedule and duration

	Monday	Tuesday	Wednesday	Weekly Hrs	# Of Classes
Subgroup					
	NYSESLAT Prep (S,L)	NLA	NYSESLAT Prep (S,L)		

Part B: Direct Instruction Supplemental Program Information

SIFE/Newcomers	3:00- 4:30	3:00-4:30	3:00-4:30	4.5	1 (6-8)
	ELA Reading	NYSESLAT Prep	ELA Writing		
Intermediate	3:00-4:30	3:00-4:30	3:00-4:30	4.5	3 (6 and 7/8)
	NYSESLAT Prep	NYSESLAT Prep	ELA Writing		
F-ESL / Long Term ELs	3:00-4:30	3:00-4:30	3:00-4:30	4.5	3 (6 and 7/8)

Dates:

The Language Academy will begin on January and will be extended until April 25. Each subgroup may have a different beginning and ending date.

(12 days)	January 2013	8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31
(9 days)	February 2013	5, 6, 7, 12, 13, 14, 26, 27, 28
(9 days)	March 2013	5, 6, 7, 12, 13, 14, 19, 20, 21
(8 days)	April 2013	16, 17, 19, 23, 24, 25
(2 days)	May 2013	7,8,9

ESL and ELA teachers will be allocated time at the beginning of the month to co-plan instruction and share ESL teaching strategies. Teachers will meet during the following days:

- January 14, 2013
- February 4, 2013
- March 4, 2013
- April 15, 2013

IV. Language of Instruction
English and Spanish

V. Number of Certified teachers

In order to serve our entire target population we estimate the need of 7 certified teachers.

- 1 Spanish Native Language Arts certified teacher
- 3 ESL certified teachers and
- 3 ELA certified teachers who will work side by side to the ESL teacher in lesson planning, data analysis and developing students' instructional plans to ensure the ELL show gains not only in the NYSESLAT, but also in the ELA State assessment. These 3 teachers will work collaboratively with the ESL teachers to instruct FESL students, Long Term ELLs and F-ELLs.
- 1 Lead teacher who will create classes, select instructional materials, monitor and maintain attendance records and implement the program based on program goals.

VI. Types of Materials

- Kaplan ELA Test Prep
- NYSESLAT Test Prep
- * Better Test Writing Workbook

(NLA teacher will use Achieve 3000 as part of the instructional plan to improve native language literacy skills, at no cost to Title III. The school already uses the internet-based reading program during the regular school day)

Part B: Direct Instruction Supplemental Program Information

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: Teachers of ELLs will participate in professional development that will help them understand the ELL population and their academic needs. Training will be conducted on Total Response Techniques and Lesson Planning preparation following the SIOP model. Teachers will also be receiving professional development on how to develop strong content and language objective based on the CCLS. The PD will be conducted in house during the following days.

Friday January 11, 2013 (Lesson Preparation using the SIOP Model)

Friday January 25, 2013 (How to write a strong CCLS aligned LO)

February 8, 2012 (Total Response Techniques)

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: Parents of ELL students will be offered classes to learn on how to navigate educational websites and familiarize them with standardized testing: ELA, NYSESLAT. A bilingual ESL teacher will provide strategies and resources to support student academic development at home. The teacher will demonstrate the use of websites like: Colorin Colorado, Mundo latino and Khan Academy, Jupiter grades and Achieve 3000. Parents will use a computer to navigate these websites. Classes will take place for one hour on the following dates:

Saturday February 9 2012

Saturday, March 9, 2012

Flyers will be send home to parents with the students. Hand outs will be given.

Part E: Budget

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

Allocation Amount: \$

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