



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PAUL ROBESON MIDDLE SCHOOL 203

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X203

PRINCIPAL: WILLIAM HEWLETT, JR. EMAIL: WHEWLET@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. YOLANDA TORRES

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
William Hewlett, Jr.	*Principal or Designee	
Dean Gross	*UFT Chapter Leader or Designee	
Lydia Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Wendy Taylor	CBO Representative, if applicable	
Joanna Corbett	Member/	
Laurie Moss	Member/	

Jennifer Diallo	Member/	
Aulita Schaneiska	Member/	
	Member/	
	Member/	
	Member/	

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

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.

MS 203 JIT Report, January 2012 Page 6: School leaders should implement a classroom observation schedule to monitor more closely the quality of teaching and learning across the school. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to check on progress. The school leaders should seek support from the Network in developing lesson observation protocols, including training for administrators in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the school PD plan.

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.

<u> </u> 2.2 School leader's vision	<u> </u> 2.4 School leader's use of resources
<u> </u> 2.3 Systems and structures for school development	<u> X </u> 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. **Starting in September 2012, MS 203 will develop a comprehensive and targeted observation schedule that will include frequent cycles to track progress of teacher practices based on student data, teacher feedback from professional development. These observations will be rigorous and based on Danielson's Framework for Teaching, Domain number three, Questioning and Assessment. By June 2013, all MS 203 teaching staff will receive a minimum of three observations that will display continuous instructional improvement.**

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.
- During two June, 2012 city-wide PD days, MS 203 staff collaborates and publishes instructional beliefs and a common definition of rigor.
- Meetings with Network instructional staff in August 2012 to start review of relevant data including assessments, report cards, previous observations.
- MS 203 administrative cabinet meeting to determine teacher rating priorities (Previously U-rated staff, new teachers, etc.)
- Administration meeting with instructional leads meeting in early September 2012 to review September 5, PD agenda that will include items from Chancellor's Instructional Expectations (Danielson Framework, Domain 3)
- Observation themes and timeline shared with MS 203 SLT.
- Election-Day PD of 2012 includes activities built around collaboration, rigor through complex text and data.
- Inquiry Teams formed by grade and weekly meetings held to share work around theme of assessment and questioning.
- Administration publishes observation schedule that includes teachers instructing alone and with ICT and ELL classes.
- Pre-observation conferences includes template that teachers complete with data-based strategies for grouping, questioning and assessment.

- Unannounced targeted instructional walk-through's to take place weekly
- Timeline for evaluation of progress: Weekly administrative Cabinet meetings to review teacher observation progress and needs, review of teacher generated grades at end of each marking period (November, February, April and June)
- MS 203 has utilized the Datacation software program that provides MS 203 with tools to help us down complex student data to inform and support instruction, professional development, curriculum planning, attendance, and student interventions.

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: Title 1 Priority/Focus

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).

Allocation Category	Funds used toward Goal
TL Network Support	Allocated for use of Network Instructional support staff
Title I Fair Student Funding	Allocated for use of hiring instructional staff
TL MSQI Expansion	To provide administrative PD in instructional practice
Title I SWP	Allocated for PD per session on instructional practice used in observations
<i>Title I Priority/Focus</i>	Use of educational software program Datacation for data purposes

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.

MS 203 JIT Report, January 2012 Page 2: All teachers and school leaders should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- 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.

Starting in June 2012 and working throughout the academic year, by May 2013 all MS 203 teachers and school leaders will participate in three professional development sessions across grades and subjects focusing on aligning performance tasks with the curriculum and meaningful assessments.

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.
- **All Day Staff-wide professional development (24 staff total for 21 hours) on June 25 2012, September 4, 2012 and Election Day PD (November 7, 2012) with the goal of a universal definition of academic learning and educational philosophy.**
- **Curriculum development meetings by the ELA and Math Teams during the summer of 2012.**
- **Content area meetings to continue curriculum and pacing guide development during September Professional Development session.**
- **Curriculum task writing meetings held by staff members during and after school.**
- **Inquiry meetings where content area grade level staff share student work reflective of collaborative Common Core tasks.**
- **Support from Network instructional team on curriculum writing and instructional delivery to subgroup ELL and SWD populations.**
- **Administrative development of ELL handbook that describes instructional strategies and best practices for teachers.**
- **Inquiry meeting feedback forms completed to monitor and evaluate progress.**
- **Student-Led Conferences held in November and February where students will display to parents and teachers their proficiency and areas of need based on curriculum.**
- **Instructional observation schedule developed to monitor teacher progress with curriculum and delivery of instruction.**
- **Data received from interim and teacher generated assessments to monitor student progress.**

- Student data will be used as to inform teaching practices and where needed adjust curriculum.
- Starting in June 2012 and working throughout the academic year, by May 2013 all MS 203 teachers and school leaders will participate in three professional development sessions across grades and subjects focusing on aligning performance tasks with the curriculum and meaningful assessments.

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).

Allocation Category	Funds used toward Goal
TL Network Support	Allocated for use of Network Instructional support staff
Title I Fair Student Funding	Allocated for use of hiring instructional staff
Title I SINI Summer PD	Used for summer institutes held by MS 203 on ELA and Math best practice
Title I SWP	Allocated for teacher PD per session
Rollover Title I	For continued inquiry work going into 12-13 academic year
Title III	Allocated to support the instruction of ELL instructional staff to ELL 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.

MS 203 JIT Report, January 2012 Page 4: Teachers should ensure that lesson objectives are planned and shared with students so that they have a good understanding of what it is they are learning. School leaders should develop a cycle of goal setting that involves students so they can experience success in achieving goals. Lessons should include explicit teaching points and provide practice sessions for independent work to assess student learning before teachers proceed to the next teaching point. Teachers should make sure that teaching points are related within the same lesson and should be standards based. School leaders should ensure through the observation process that this practice is uniform.

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

 x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

To close the achievement gap between students passing a core course and results on state assessments, by May, 2013 through the use of software programs such as Datacation and sources such as ARIS and teacher and student generated assessments, MS 203 will implement systems to track student progress and improve monitoring of student learning.

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
- **Implementation of a Student Advisory Period where teachers have an opportunity to conference with students on their academic progress.**
- **Advisory Period pacing guide**
- **Implementation of a Student-Led Conference where students explain their progress toward mastery of both academic (content/skill) and character (habits of work and learning) targets.**
- **Student acquisition of literacy proficiency will be supported in partnership with Yo Magazine consultants.**
- **Teacher conferencing with students on individual Goals/Learning Targets**
- **Teacher submission of Monthly Progress Reports with rigorous and relevant feedback.**
- **Increased communication between school and home on student academic progress**
- **As part of Inquiry work teachers will not only analyze student work toward standards on state assessment preparation but match against teacher-generated assessments.**

- **Key personnel are teacher teams and school leaders.**
- **Use data received from assessments such as Acuity as part of course-generated report card scores.**
- **Implement Universal Grading Policy.**
- **MS 203 will mail Student Progress reports to Parents monthly.**
- **Student-Led Conferences held in November and February where students will display to parents and teachers their proficiency and areas of need based on curriculum.**
- **MS 203 has utilized the Datacation software program that provides MS 203 with tools to help us download complex student data to inform and support instruction, professional development, curriculum planning, attendance, and student interventions.**
- **MS 203 will implement a new structure of student intervention such as the use of our 21st Century program where we will use the educational consultants for student publishing of their own literary works and reporting.**
- **By May, 2013 through the use of software programs such as Datacation and sources such as ARIS and teacher and student generated assessments, MS 203 will implement systems to track student progress and `improve monitoring of student learning.**

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: Title 1 Priority/Focus

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).

Allocation Category	Funds used toward Goal
TL Network Support	Allocated for use of Network Instructional support staff
Title I Fair Student Funding	Allocated for use of hiring instructional staff
Title I SWP	Allocated for teacher PD per session
Rollover Title I	For continued inquiry work going into 12-13 academic year
Title III	Allocated to support the instruction of ELL instructional staff to ELL students
Title I Priority	Use of Datacation educational software for data program Yo Magazine through the educational consultants allocations 50 days.

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

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

Major Recommendation

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

MS 203 JIT Report, January 2012 Page 7: School leaders should work closely with the Network in developing schoolwide PD on PBIS. The PBIS initiative should be fully implemented with school rules displayed prominently and followed consistently by all teachers.

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.

As part of MS 203's effort to support and sustain the social and emotional health of its students as in the previous academic year and continuing in September 2012 and throughout the 2012-2013 academic year the school community will continue to implement the Positive Behavior Intervention and Support (PBIS) curriculum. By May 2013, every staff member will be trained and 90 percent of students will participate in one or more PBIS activities.

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.
- As part of PBIS Professional Development MS 203 staff were provided an electronic PBIS survey that pertains to the students behaviors and the school approach on the behavior. This approach allowed for the school to receive immediate data.
- MS 203 created a PBIS team that consist of an AP, Social Worker, 2 school Counselor, a SAPI, 2 Teachers, Parent Coordinator and the Dean of Students. The team meets biweekly or monthly depending on the school needs throughout the year to analyze behavioral data from SWIS and progress of the PBIS implementation. The PBIS team used the data from the PBIS survey to analyze and discuss the staff concerns when it come to the students' behavior and school systems for addressing these behavior. The Team then developed a universal expected behavior (Matrix) and Voice Level Chart that the staff will post into their classroom and address throughout the year. The Matrix and Voice Level Chart was also posted in the offices and hallway. A ladder of Referral was also developed that assisted staff on the system that is in place when addressing students' inappropriate behavior.
- A PBIS PD was conducted for the staff, which addressed the results of the PBIS survey and to introduce the benefits for adopting the PBIS framework. The staff was asked to create an acronym that will symbolize the expected behavior and they chose the Phoenix, the school mascot.

- MS 203 created a Teacher Handbook and there is a section dedicated to the PBIS school expectations and their responsibility for teaching the expected behavior. In order to support the teachers a Cool Tool Binder that contains behavioral expectation lesson plans was created for teacher to use as needed.
- The PBIS team created a reward system that will acknowledge students for following the expected behavior. Staff was provided Phoenix dollars that they use to rewards their students for following the expected behavior (Matrix/Voice Level Chart). The Phoenix dollars can be redeemed in the school's Phoenix store. Another reward system that the school implemented is a school dance that is done in the winter and spring. Students will receive a Golden Ticket if they are in good standing behaviorally and academically.
- A school assembly is conducted for the students to introduce the school behavioral expectation (Matrix/Voice Level Chart) and the reward systems that they can receive if they follow the expected behavior. These assemblies are done monthly throughout the year in order to celebrate positive behavior and address any concerns that may occur.
- MS 203 implemented an Advisory class into the schedule that meets 3 times a week and it addresses the social emotional needs as well as the academic skills that is needed for students to be successful in their daily classes. In a PD staff were allowed to choose the students they wanted to work with in advisory. This approach assisted with staff buy-in. The PBIS team developed an Advisory Pacing Calendar that addresses the PBIS expected behavior through the use of lesson plans and activities. Also, reading and doing activities from the book Success for Teens address the social emotional needs. The Advisory class is a small setting, which allows a more informal environment where students can express themselves and staff can develop a relationship with the students. This creates a community of caring and allows for learning to happen.
- MS 203 has utilized the Datacation software program that provides MS 203 with tools to help us down complex student data to inform and support instruction, professional development, curriculum planning, attendance, and student interventions.
- Timeline - throughout the 2012-2013 academic year the school community will continue to implement the Positive Behavior Intervention and Support (PBIS) curriculum. By May 2013, every staff member will be trained and 90 percent of students will participate in one or more PBIS activities.

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: Title 1 Priority/Focus

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).

Allocation Category	Funds used toward Goal
TL Network Support	Allocated for use of Network Instructional support staff
Title I Fair Student Funding	Allocated for use of hiring instructional staff
Title I SINI Summer PD	Used for summer institutes held by MS 203 on ELA and Math best practice
Title I SWP	Allocated for teacher PD per session
	For continued inquiry work going into 12-13

<i>Rollover Title I</i>	academic year
<i>Title I Priority/Focus</i>	Use of educational software for data purposes

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

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

Major Recommendation

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

No mention in *MS 203 JIT Report, January 2012* on Family and Community Engagement

The DOE Learning Environment Survey indicates a need to increase communication between the school and families,

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- **MS 203 will partner with the entire school community, starting in September 2012 and through the academic year to provide support to parents in the form of professional development in academic, social and emotional development toward student success. By June 2013, there will be a five percent increase in the number of parents and caregivers who participate in school sponsored activities as measured by attendance sheets.**

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Improve the level of communication between the school and families by implementing the phone-tree link and establish an email database with parents.**
- **Conduct monthly parent meetings on academic topics such as student and teacher goal writing, the expectations of the Student-Led Conference and the new Common Core assessments.**
- **Conduct parent meetings with Community-Based Organizations on topics such as parenting strategies, health-related topics such as up-to-date immunizations, and impact of social media and technology. Supplies such as parenting pamphlets, health guides and monographs on the topics of interest will be purchased to support this initiative.**
- **Parent Coordinator and guidance staff working with family's where needed for mental health referrals for students**
- **The MS 203 Parent Coordinator, along with the SLT has created a barrier-free, welcoming environment where parents can enter anytime to meet with administrators, teachers or service providers to discuss student academic progress, social-emotional growth of students or income maintenance/residential assistance.**
- **Timeline - through the academic year to provide support to parents in the form of professional development in academic, social and emotional development toward student success. By June 2013, there will be a five percent increase in the number of parents and caregivers who participate in school sponsored activities as measured by attendance sheets.**

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

engagement

X Other-describe here: PF Parent

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).

Allocation Category	Funds used toward Goal
TL Parent Coordinator	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
Title I Priority Parent Engagement	Allocated for providing information to parents on the Priority school process including how parents can support their children in understanding new instructional initiatives such as the Common Core. Supplies to enhance parent education outreach materials, guides etc.
Non-contractual services/parent involvement	Allocated for the purchase of the “Schoolmessenger” software system for phone-tree connection to parents.

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	Destination Reading is an intervention program that gives students in General	Small group	After-school program that takes place on Wednesday and Friday’s

	<p>Education, Special Education and English Language Learners who are struggling with ELA.</p> <p>Advisory Program – Academic enrichment program as part of written curriculum.</p> <p>Response to Intervention (RTI) class – A fully scripted, structured intervention curriculum designed by Curriculum Associates to bridge the gap between where MS 203 students are in ELA to match the expectations of the Common Core State Assessment.</p>	<p>Small group</p> <p>Full class for all MS 203 students</p>	<p>and Saturday.</p> <p>Tuesday, Wednesday and Thursday's from 1:00pm to 1:33pm</p> <p>Twice a week</p>
<p>Mathematics</p>	<p>Destination Math is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with math additional time and focused instruction to strengthen their performance. This program is done via teacher pull-out during the instructional day. Destination Math differentiates mathematical skills for each student. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Mathematics by intervention specialist.</p> <p>Advisory Program – Academic enrichment program as part of written curriculum.</p> <p>Response to Intervention (RTI) class – A fully scripted, structured intervention curriculum designed by Curriculum Associates to bridge the gap between where MS 203 students are in ELA to match the expectations of the Common Core State Assessment.</p>	<p>Small Group</p> <p>Small group</p> <p>Full class for all MS 203 students</p>	<p>After-school program that takes place on Wednesday and Friday's and Saturday's</p> <p>Tuesday, Wednesday and Thursday's from 1:00pm to 1:33pm</p> <p>Twice a week</p>

Science	An additional science class was opened that will serve as a preparation for the Living Environment Regents class for identified students.	Small group	Five times a week
Social Studies	Social Studies AIS will focus on preparation for the Common Core ELA examination that will include the use of document-based questions structured to match those found on the spring assessment.	Full class	Five times a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social work at-risk will include the subgroup of overage students, those flagged for attendance and special focus on students in temporary housing and their specific needs such as transportation, adjustment to new environments and working with agencies to secure permanent housing.	Small group	As scheduled or as needed.

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 will be attracted by posting job openings on the new teacher finder website as well as open hire. Additionally administration will attend NYC job fairs in the summer and spring to attract qualified applicants.

Current staff will receive on-going professional development to become Highly Qualified. Non tenured staff will receive monthly professional development in their content areas to improve both content knowledge and learn best practices.

All MS 203 teachers and those sought through established vacancy's meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, holds at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. MS 203 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;

MS 203'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, MS 203 will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader - Robert Knect/Robert Cohen	District 07	Borough Bronx	School Number 203
School Name Middle School 203			

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

Principal William Hewlett, Jr.	Assistant Principal Deborah Sanabria
Coach	Coach type here
ESL Teacher Nonet Dapul/ESL	Guidance Counselor Santia Camacho
Teacher/Subject Area Carmen Fisher/ESL	Parent Lydia Martinez
Teacher/Subject Area Wendy Taylor/ELA	Parent Coordinator Jaydee DeLaCruz
Related Service Provider Alma Aviles	Other Joshua Whitham/Assistant Prin
Network Leader Robert Cohen	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	3
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	282	Total Number of ELLs	62	ELLs as share of total student population (%)	21.99%
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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. 

Students are identified immediately by the bi-lingual pupil secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. Once the pupil secretary determines that the language code is a language other than English she immediately contact the bilingual Assistant Principal, in charge of the ESL department, who then contact the ESL teacher and ask for her to reviews the HLIS and orally interviews the individual student in order to confirm the native language of the student (usually Spanish). Once the certified ESL teacher completes this process she then arranges for the LAB-R to be administered. The ESL teacher administer the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. Once the test is completed the ESL teacher manually grade the LAB-R utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiencie level is at a Beginner, Intermediate, Advanced or Proficient. If the student falls below proficient then the student is identified as an English Language Learner (ELL) needing ESL services. The identified ELL will also be pulled out and administered the Spanish LAB-R by a bilingual ESL teacher (Spanish). The bilingual certified ESL teacher administer the short version of the Spanish LAB-R, which consist of the Listening, Reading and the Writing in order to determine the level of proficiencet of the native language (usually Spanish). Once the student takes the LAB-R in English and in Spanish the Assistant Principal places them in the appropriate Free Standing ESL class, as well as, communicate with the bilingual Parent Coordinator in order to communicate with the ELL parents as explained below.

In September, the bilingual Assistant principal in charge of the ESL department meets with the two certified ESL teachers to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are beginner, intermediate and Advance. Any students who become proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model. This meeting also includes the creation of both the ESL teacher's schedule that they will follow throughout the year.

In September the bilingual Assistant Principal in charge of the ESL department met with the bilingual Parent Coordinator and discussed the process of informing newly arrived ELL's parents of the three programs (Transitional Bilingual, Dual Language and Freestanding ESL) that are available in District 7 and the program that MS 203 has available. In this meeting an ELL parent package was put together and this folder contained the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- a map of the District 7 schools that contains the above programs
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrive students and once a students are identified as an ELL by the ESL teacher she informs the bilingual Assistant

principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent and arranges an orientation session with the parents and provides the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the bilingual Assistant principal's office (Room 337). To date, all of our parents have requested for the Free Standing ESL program that MS 203 offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that MS 203 will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is what the parents are interested in putting their child

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	14
SIFE	22	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	18

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	26		1							26
Total	26	0	1	0	0	0	0	0	0	26

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

C. Home Language Breakdown and ELL Programs

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

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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							20	19	22					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	20	19	23	0	0	0	0	62

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?

Due to the NCLB mandates Ms 203 runs a Free Standing ESL program with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as, Collaborative team teaching approach. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. These model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension.

According to the Part 154 regulation our Free Standing ESL program consist of a schedule that provides all ELLs to receive their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers partake in the ELA department meeting that meets in a weekly basis for the purpose of developing an ESL curriculum that contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as, the language acquisition support to better prepare our ELLs for the NTSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studeies along with the intermediate and beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social

A. Programming and Scheduling Information

Studies for 45 minutes daily (225 minutes of ESL a week). Both teacher work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to-word translation dictionary (Spanish/Arabic) and the SS textbook is also available in Spanish and the ELLs are able to do research, write reports and do oral presentations and work in teams to present orally based on their language abilities.

In addition, due to the fact that MS 203 only offers the Free Standing ESL program we do not have NLA classes however, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, and Earobics Reach as part of the ESL class. These programs are provided during school, after school and on Saturday. Also, the ELLs students will have access to the classroom libraries in every content area class and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary and Oxford Content area Picture dictionary. Textbooks in Social Studies, Science and Mathematics are also available for ELLs in English and Spanish for additional support.

The delivery of instruction for ELLs in Science and Mathematics are done by the teachers utilizing materials that are modified for the ELL students while using appropriate scaffolding strategies such as the SIOP model, as well as, differentiated materials such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, word-to-word translated dictionary and Content based picture dictionary. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional in each grade and they follow their class with ELLs and provide language support for the ELLs that are in need in Science, Math and Social Studies. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

The Bilingual certified ESL teacher is also certified in Foreign Language (Spanish) and she is the teacher for the Beginner level ESL class therefore, any newly arrived students that are identified as ELLs by the Assistant Principal is placed in her class. On necessary basis the ESL teacher provides informal Native Language assessment such as reading comprehension and writing prompts. She also utilizes the Destination Math Technology based program that offers English and Spanish math assessment that provides data and she can evaluate immediately after the student finishes the pre-programmed test. This information is provided to the Math teacher and the bilingual paraprofessional that travels with the class that the ELL is assigned to. Depending on the results of the informal assessments the ESL teacher differentiates her ESL class based on the language acquisition abilities in English and as necessary in Spanish in order to help accelerate meaning and understanding of the English language. After the second marking period of report cards (February) the ESL teachers and the Assistant Principal in charge of the ESL department evaluate the ELL's English language acquisition progress and determines if students from the beginner ESL class should be moved to the intermediate ESL class in order to continue developing the English language for ELLs who may need a more rigorous academic approach.

MS 203 instructional plan for SIFE, Long Term ELLs and students with disabilities are content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implement expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing our SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries,

A. Programming and Scheduling Information

and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e., powerpoint) as additional support for content comprehension.

MS 203 purchased 10 computers, 5 in each ESL classes (beginner and Intermediate) in order to service the targeted ELLs (0-3 years and 4-6 years). The rationale for creating computer station in the ESL classes is for the certified ESL teacher to implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers. Both self-contained ESL classes differentiate their lesson plan and uses the Ramp-Up Literacy Approach for reading, which consist of independent reading, independent writing, daily vocabulary focus, daily read-Aloud and teacher modeling, classroom conversation and the use of the Destination Reading as part of their daily activities. There is also explicit instruction on comprehension strategy, vocabulary and writing. These various reading and writing approaches are evaluated through students' sharing of lessons learned.

To best meet the needs of SWD ELL's, the school has invested in Integrated Co-Teaching classes that are paralleled with self-contained classes. This combination of classes is also scheduled to meet at the same time as the ESL class, therefore providing the optimal conditions for students to move from setting to setting based on individual needs rather than purely the concrete structure of the IEP or language proficiency.

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.

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

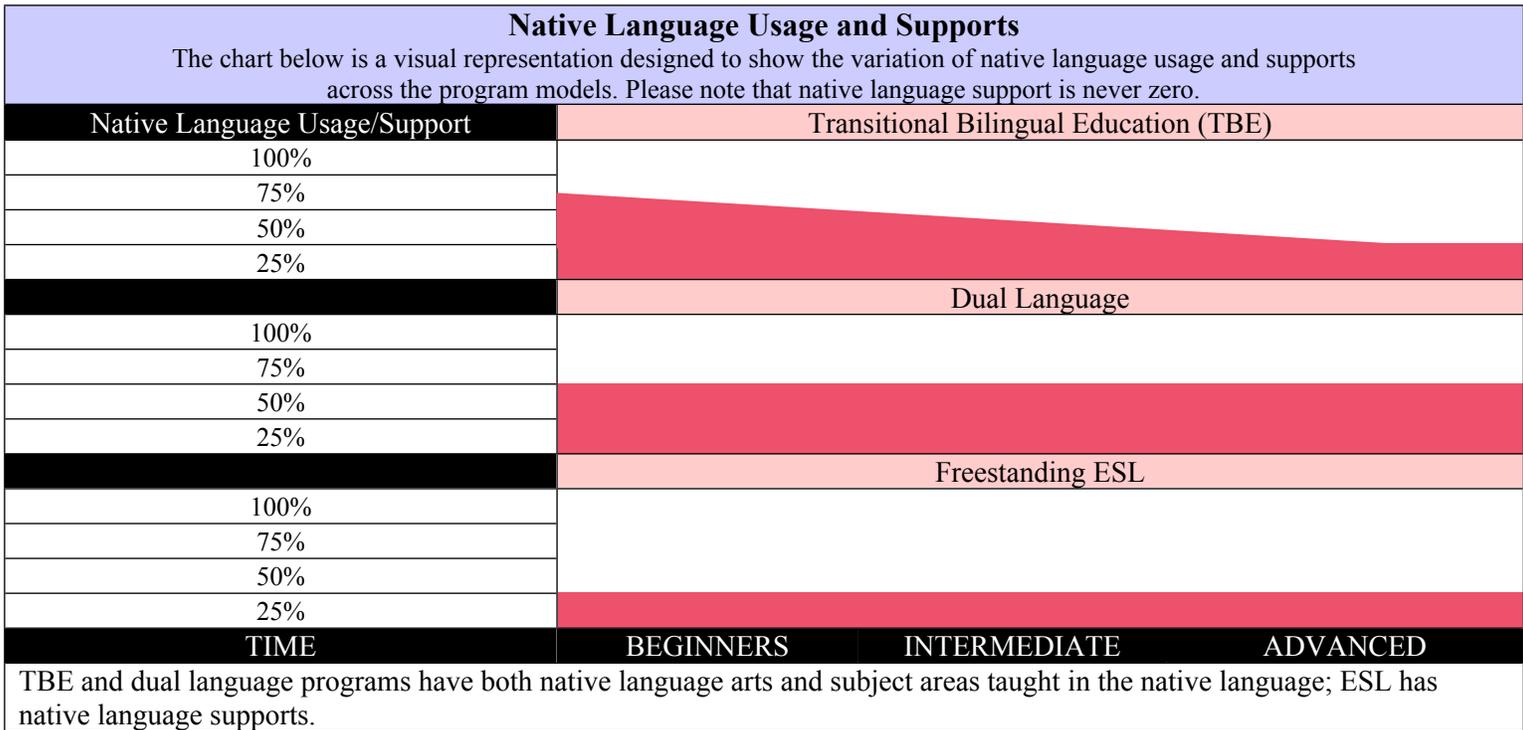
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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?

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the I-READY Diagnostic Reading program, which is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, and standards-based practice. This program is able to precisely pinpoint a student's actual reading skill level and provide teachers immediate assessment results and resource on relative skill base lessons.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teaches the Social Studies class in order to infuse ESL strategies for a total of forty-five minutes a day (225 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for forty-five minutes (225 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

All Targeted ELLs will be offered admission to the MS 203 After-School or Saturday program where teachers meet with students in small group environments utilizing strategies from the Earobics Reach, which is a program that will increase students' reading comprehension. This is a web-base literacy program, which consist of reading comprehension and writing skills at each student's reading level. During the Saturday program the students will use Destination Reading, web-base literacy program, which also provide students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling, and on-level readers. The students will also have access to the READ 180 program and libraries as well as additional books in a variety of genres in English and Spanish. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

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)?

Similar to last year we will conduct a Saturday Academy with the focus on building literacy and math skills starting on November, 2011 and completing on March, 2012 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 32 ELLs (18 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2011 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destinatin Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and team teaching. Both teachers have QTEL

training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with ESL and social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Earobics Reach is a technology based program that accelerates reading skills, which combines engaging content for the older learner and state-of-the-art software that adapts to student progress. This program specifically targets ELLs and SWDs and it's geared on building reading and writing skills. Destination Math is a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In addition, we will target 19 students who have been in the country for less than 3 years and be part of the Newly Arrived ELLs after school program. This class will meet once a week after school for 1.5 hours for 20 weeks starting in November, 2011 from 3:30pm-5:00pm. The certified ESL teacher (Ms. Dapul) will provide these students with additional ESL support utilizing texts materials such as Making Connection (Beginner Level), Newcomers, Hampton-Brown English At Your Command, Basic Grammar in Action, content base Oxford Picture Dictionary and the Longman Dictionary for ELLs. These materials will assist the ESL teacher to help them improve their listening, speaking, reading and writing skills in English. In addition, the ESL teacher will implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers.

Last year the school purchased from Curriculum Associates the math and ELA series entitled CAMS/STAMS and CARS/STARS, which are directly aligned to State Standards. This series is used in the Academic Enrichment classes and it is completely scripted for teachers and provides foundational reading, writing and math skills. This year we added the i-Ready Diagnostic online program which assesses students for areas of need and groups them according to those needs. Additionally, it provides teachers with a direct reference for where to find the mini lessons that address the needs in the CAMS/STAMS and CARS/STARS books. The combination of the workbooks and the online diagnostic not only meets the needs of providing intervention for the current ELLs but also provides continuing transitional support for our ELLs who have reached proficiency on the NYSESLAT because it is content-standard based.

When it comes to scheduling students for school programs (either specialized or general) the only criteria weighed is that of being an active full time student. However, at the conception of any program offered by the school equal amounts of slots are designated for each subgroup. Advertisement and recruitment is done in the common areas of the school ensuring all students equal access to the information. It is only after the recruitment period has ended that a particular subgroup may end up with an extra amount of slots because of a lack of interest by members of a particular subgroup.

The after school and supplemental services offered to ELLs in our building are the NCLB SES program known as Innovative Education Program (IEP), which is a small group of no more that 8 students at a time that focuses on reading, writing and math tutoring. This program meets on Tuesday, Wenesday and Thursday from 3:30pm-5:30 pm and contains two session that runs throughout the year(session 1 starts in November-session 2 starts in February) . There is also the UFT 37.5 minutes of tutoring that all teachers are required to do and it is also a small group of no more than 10 students. During the 37.5 teachers are assigned 10 students and the focus for the first five months is reading and writing and the last five months is math and science. The school also has after school and Saturday Title III programs that consist of Earobics Reach, which is a program that will increase students' reading comprehension. This is a web-base literacy program, which consist of reading comprehension and writing skills at each student's reading level. During the Saturday program the students will use Destination Reading, web-base literacy program, which also provide students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling, and on-level readers and Destination Math is a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation. Finally, the school also offeres to ELLs the Century 21 grant funded after school clubs coordinated by the Leadership program. These clubs offer academic enrichment through cooking, drumming, hip hop writing and Entrepreneurship program.

In order to facilitate the use of all purchased 21 century learning tools (Destination Math and Reading, Earobics Reach, i-Ready, and Google docs) the school has purchased and made available to students and teachers the following instructional technology tools: SmartBoards, mobile laptop carts, interactive clickers, ipods, ipads, desktop computers in all classrooms, and a newly built computer lab.

All classes are taught in English however, students are provided with translated version of the textbook in math, science, and social studies as well as content-based classroom library in English and Spanish. With the exception of ELA students are provided with translated versions of state and city test materials. In addition, bilingual paraprofessionals provide language support throughout the day in all the content-area classes.

When purchasing materials the school seeks out and only purchases materials that are both age and instructionally appropriate. For example, the technology based programs appear to be complex in nature (appealing for our older ELLs) however, through the complexities of computer programming the information the students is exposed to is differentiated to match the students' academic and language levels. Additionally, these programs are grounded in nonfictional, high interest academic content that support the state learning standards in an age appropriate manner.

The school conducted a student/parent orientation in August in order to welcome and familiarize the newly arrived and/or first time enrolled in an NYC school. The goal of the orientation was to inform students and parents of all the programs and opportunities that the school offers (during school, after school and Saturday intervention programs previously mentioned in this narrative).

At present the school program does not allow for the offering of language electives as the additional resources are utilized to provide all of the ESL support as previously mentioned in this narrative.

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.

The entire school community received Professional Development through a school improvement DINI grant from Houghton Mifflin Harcourt who sent two facilitator to provide PD through an interactive co-teaching method from January through May of 2011 for a total of 20 sessions. One of the first professional development that the administrative had the facilitators provide was the Strategic Teaching Essentials for English Language Learners (STEEL) seminar for k-8. This was a two day seminar that prepares teachers to meet the needs of ELLs. It focuses on the research-based intergration of language, literacy, and content instruction as proven most effective for all ELLs. STEEL also offered our teachers easy-to-implement instructional approach that incorporates best practices for ELLs. Other PD that Harcourt provided that was also bebeficial for all the ELLs were Reaching Struggling Readers Worksop for grades 5-12, which consist of providing all teachers practical strategies for working with students who are reading significantly below grade level. Teachers were asked to explore how motivation impacts striggling adolescent readers and ways to engage students through proven strategies for building vocabulary, comprehension and fluency. Through the interactive co-teaching method the two facilitators worked with assigned teachers (entire staff) on developing ways to differentiate instruction and enhance learning for all students, including our ELL population. As part of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses)Signatures and record of descriptive anecdotal of the professional development and next steps were documented and maintained throught the 20 sessions by the facilitators and given to the Assistant Principal in charge of the ESL department to keep in her office (Room 337) for record keeping.

Another aspect of professional development that was provided through the DINI grant was a Lunch and Learn PD that was facilitated by the technology-based program (Destination Math/Reading and Earobics Reach) expert for teachers on learning the how to implement the intervention program in their lesson as well as the basic use of the SmartBoard. The facilitator also provided PD through an interactive co-teaching method to teachers that were providing the technology based intervention program during and after school to all the ELLs in the school such as the ESL teachers, the content-area teachers, the special education teachers, paraprofessionals and the administration.

07X203 will conduct 1.5 hours on Mondays for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echervarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2011 and January 2012. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echervarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

In order to allow teachers to collaborate common planning time is scheduled into their program, which provide for ESL teachers to be an active part of the decision making of the curriculum maps for ELA as well as provide the ELA content teachers valuable information about how ELL learn and discuss the best practice that benefit all learners including ELLs. These mandated weekly meeting can also allow for teachers to have numerous opportunities to engage in curriculum presentations and discussions about their children's' needs. The ESL/ELA curriculum and the planning required for high quality teaching and differntiated planning. All English Language Learners are held to the same high expectations as well as the rest of the school population.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding. Also, the teachers have access to an English Language Learner report card rubric, which is design to include the ELL's language proficiency as part of the grade. It focuses on the following categories; work completed; mastery of content; group skills; English development; and growth and initiative. This rubric allows content teachers to grade the ELLs on the content ability as well as their language proficiency.

MS 203 has a bilingual social worker who is also the grade 8 high school articulation. She provides students and parents high school information in an orientation that was conducted in September as a beginning step of what role the parents have to take and the process that

the students have to take. This orientation was done in English and Spanish. The bilingual social worker address all of the eighth grade students by scheduling classroom visits in order to provide the High School selection books in English and Spanish and explains how to use it as well as the High School application and explains how to fill it out. This is done in English and Spanish. She also informs students in English and Spanish the process of entering specialized schools that requires auditions and entry tests for all grade eight students including our ELLs.

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?

This year we hired a new bilingual Parent Coordinator and she is currently reaching out to various agencies and Community Based Organization. To date, she has partnered with the Continuing Adult Learning Center located at East Tremont for parents to receive their GED in English or Spanish as well as learning ESL and basic computer skill in order to assist their child with research projects or home work assignment that has to do with technology. In September the Parent Coordinator had a parent meeting to inform and offer the GED, ESL and computer classes. Families of ELL students are included in the school parent meeting as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator. Currently, the parent coordinator is partnering with Lincoln Medical center in order to provide information to all of the parents about health issues such as AIDS, HIV, and the effects of drug and alcohol abuse. Additionall, she is developing a partnership with the 40th pricint in order to address a school community concern on bullying and peer pressure and learn how to conduct peer-mediation for families.

As part of the Title III program ELL parents are invited to attend workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students' participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012. Also, the certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This is our third year with the 21 century state federal funded grant and it contains a parent component that is coordinated by the Leadership program. The parent component of the Leadership program focuses on bulding family series which is designed to help strengthen the bond between parents and their child's school; ehance parent/child relationship; and provide meaningful, informative, and fun workshops for parents' personal development and child's success. The program offers a total of 12 workshops. Upon doing a parent survey based on the various topics that the Leadership program offers the focus for this years parent workshop is as follows: Cyber Safety, Gang Awareness, Fit for Life (teachers parent healthy eating habits), Footloose (parent and child learn to dance with a dance instructor), Academic success: What's your Child's Learning Style?, Tech tools for success (computer basics, Navigating the Internet, microsoft word and Excel), High School Search, Common cents: Managing your Finance, Power of One: Single Parenting, Drumming (Parent/Child learn drumming), and Painting (Parent/Child paint together) These workshops is offered throughout the year and begins in November and are offered in English and Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	7	6					19
Intermediate(I)								1						1
Advanced (A)														0
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	7	0	0	20
7	12	3	0	0	15
8	7	20	0	0	27
NYSAA Bilingual Spe Ed				1	1

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	4	6	9	2					21
7	9	7	4	1					21
8	0	2	13	10	4	0			29
NYSAA Bilingual Spe Ed							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6	6	8	8	0	1			29
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	2		2	
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	1		1	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

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

MS 203 will have the ELA teachers administer the Fountas and Pinnell reading inventory to correctly place students in reading groups for instruction. In order to complement the reading inventory, the school will ensure that all books are accurately leveled and made available for all student (including the ELLs) use.

According to assessment data collected from the NYSESLAT testing there is 7 (4.34%) student listed as proficient, 10 (6.2%) advanced, 27 (17%) intermediate and 26 (16%) beginners. In reviewing the scores the strength based on average in the 30's were in the Listening/Speaking section of the exam, while on the opposite end scores for the Reading/Writing section are low and is the area students need to improve. In addition, the newly arrived ELLs are falling under the beginner level which indicate that the English language need to be explicitly taught through various reading and writing strategies in order to support the academic grades that is reflective of the language proficiency level of beginners.

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.

This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.

In reviewing assessment data of ELL students, 55 students participated in the 2010 NYC translated mathematics examination, 30 students or 54% passed the exam with two or above. Of the 44 who took the test in English 23 received a level 1 and 21 received a level 2 or above. There were 46 students designated to take the NYC ELA test and 23 students received a level 1 and the rest received a level 2 or above. Fortunately, the ELL had shown significant growth in moving students out of level 1 in ELA and Mathematics, there are still students struggling with writing skills and challenging math skills.

On the 2011 NYS Assessments 13 students took the math examination in Spanish, five students received a level one on the math and the ELA exam, four received a level two on both exams while four were exempt from the ELA but scored a Level one on the math. The remaining ELL students took both exams in English. These are students who participate in the MS 203 ELL intervention programs after school and Saturday's. ELL students receive their instruction in English as the class roster includes monolingual and ESL students. As mentioned in previous questions on this document there are bilingual paraprofessional that provided the language support for the ELLs that may need it. Instruction in the intervention programs that includes instructional software is English-based as well. MS 203 no longer has bilingual classes with native language arts block however, the language support and translated textbooks are made available to our ELs.

ELL program success is evaluated on a number of levels including the success of students on state exams such as the NYSESLAT, state assessments in ELA, math and science, Acuity progress reports, academic success via report card data as well as assessments generated from instructional software that is used during intervention programs. On another level success of a program for ELL's is evaluated on

student attendance records and where applicable parent participation during meetings and workshops designed for that population.

The information that is provided by the periodic assessments, NYSESIAT, and the State test is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students. Since our ELLs are struggling with literacy (reading and writing) the schools has pushed for all teachers to implement literacy across the curriculum and in their lesson planning for all students. Literacy is not only done in ELA but in all content-area classes. Through informal and formal observations administration is looking for differentiated instruction as well as literacy in all content area subjects. The academic intervention programs that are provided during and after school and on Saturday (Earobics Reach, Destination Math/Reading and I-READY). These intervention programs are technology based and provides immediate data of individual student’s progress that teachers can evaluate and apply instant intervention as needed for each ELL. The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

The ESL teachers service the 14 Special Education ELL students in the ESL block and in Social Studies classes. The school also has put in place a pull-out intervention for SIFE and Newcomers to receive additional academic intervention through the use of Earobics Reach and Destination Reading program for 45 minutes 2 times a week

.MS 203 is concluding via the periodic assessments that given the moderate to poor performance of the ell population on these excercises, there must be an increased alignment in the instruction during the day with that of the intervention programs. Presently there is not a planning period that includes that cadre of staff members. This lack of communication has contributed to their performanceThere must also be consistency in the overall instructional program as well as increased rigor that includes the differentiation of instruction and implementation of liteacy in all content area subjects by all teachers to this population. Finally MS 203 has used these assessments to completely emulate testing conditions on state exams that included the exemption of LEP students. This will no longer take place as their data is as valuable as any and they will be included in the 2011-2012 periodic assessment administration.

Part VI: LAP Assurances

School Name: <u>Middle School 203</u>		School DBN: <u>07X203</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Hewlett, Jr.	Principal		1/1/01
Deborah Sanabria	Assistant Principal		1/1/01
Jaydee De La Cruz	Parent Coordinator		1/1/01
Nonet Dapul	ESL Teacher		1/1/01
Sol Santana	Parent		1/1/01
Carmen Fisher/ESL	Teacher/Subject Area		1/1/01
Wendy Taylor/ELA	Teacher/Subject Area		1/1/01
Jill Auerbach	Coach		1/1/01
	Coach		1/1/01

School Name: Middle School 203

School DBN: 07X203

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Santia Camacho	Guidance Counselor		1/1/01
Robert Cohen	Network Leader		1/1/01
Joshua Whitham	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 07X203

School Name: Paul Robeson

Cluster: DSSI 01

Network: 104

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.

According to enrollment data 70.4% of the student population is Hispanic with 21.7% as English Language Learners. Spanish is the primary language spoken in many of those homes. Upon enrollment parents complete a Home Language Identification Survey. Parents upon enrollment wherever available meet with the Parent Coordinator. This information is also recorded on emergency card information as well as in ATS. Given this information and data there is always a need for an oral translator in the main office as well as translated written material that is sent home to parents.

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

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

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.

Written translation documents are produced by the Parent Coordinator. Where needed if language interpretation is required in another language the Parent Coordinator will contact the Network or the Language Interpretation Office to insure documents are available to parents in a timely manner. Per Chancellor's Regulation A663 MS 203 will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. MS 203 will post a sign in the main office and Parent Coordinators office indicating the availability of interpretation services.

MS 203's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

Oral translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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>.

All information to parents is forwarded in English and Spanish. Upon enrollment at MS 203, parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of that parent.

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: Paul Robeson MS 203	DBN: 07x203
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At MS203 we currently have 70 ELL students in grades 6-8 who receive stand alone ESL instruction. There are two certified ESL teachers who provide ESL instruction for all the ELLs. This year there are two certified ESL teachers providing ESL; one for the beginning level students (Pull-Out Model) and the second one for the intermediate/Advanced level ELL students (Push-In/Co-Teaching Model) according to their 2012 NYSESLAT results. The Intermediate/Advance level ELL students are receiving ESL/ELA during their normal schedule through the Co-Teaching model where the ESL teacher collaborates and co-teaches with the ELA content-area teacher. In addition, all language proficiency level ELLs receives ESL during Social Studies classes using a collaborative team teaching approach, which the certified ESL teacher works collaboratively with the certified content area (SS) teacher in the classroom. The collaborating teachers follow a balanced literacy approach utilizing Holt McDougal CCLS-aligned Literature and United States History, which includes modified materials for the ELL students while using appropriate scaffolding strategies as well as differentiated materials such as visuals, articles, and word-to-word translated dictionary. In addition, the certified ESL teachers also provide ESL through utilizing the Push-In model for all the other ELLs.

07X203 will conduct two Title III supplemental instructional activities.

Similar to last year we will conduct a Saturday Academy (Start Date: November 3, 2012; End Date: April 27, 2012) with the focus on building literacy and math skills starting on November, 2012 and completing on March, 2012 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 35 ELLs (21 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2012 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destinatin Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and co-teaching. Both teachers have QTEL training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with ESL and social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Earobics Reach is a technology-based program that accelerates reading skills, which combines engaging content for the older learner and state-of-the-art software that adapts to student progress. This program specifically targets ELLs and SWDs and it's

Part B: Direct Instruction Supplemental Program Information

geared on building reading and writing skills. Destination Math is also a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In order to maintain a high attendance rate throughout the Saturday Academy we will also include into the program 30 minutes of recreational activities such as basketball/football and ZUMBA fitness. Research shows that students who are actively involved in physical activities or a fitness program perform well on standardized test. Each teacher will be responsible on managing the recreational time and will monitor the Journal Entry of their students daily health habits in English. Mr. Poli has experience on coaching organized sports and Ms. Fisher is actively involved with Zumba fitness. The Gym will be made available for the ELLs interested in the sports as well as the dance room will be available for the Zumba fitness.

In addition, MS 203 will use the Title III funds to supplement the existing Reader's Theater club (Wednesdays, 3:15pm-4:45pm) for newcomer ELLs by adding an additional day. We targeted 20 students who have been in the country for less than 3 years to be part of the Reader's Theater after school club program (Start Date: Friday, November 9, 2012; End Date: Friday, March 1, 2012). This class will meet twice a week after school for 1.5 hours for 15 weeks starting in November, 2012 from 2:45pm-4:15pm. The Reader's Theater program allows our newcomers to read a story aloud, like a play, without memorization, props or a stage. Newcomers will be assigned by the ESL teachers (Ms. Dapul and Ms. Fisher) a character role and read their part with expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbook Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the same script allowing beginner, Intermediate and Advanced ELLs to read the same story together. The main focus is to build reading fluency in English. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in listening and speaking in English.

The certified ESL teachers (Ms. Dapul and Ms. Fisher) will provide these students with additional ESL support utilizing materials such as a series of Ruth Heller World of Language, content base Oxford Picture Dictionary, Longman Dictionary for ELLs and access to a multicultural classroom library.

Unfortunately, there are no other Saturday or afterschool programs running concurrently with the Title III program therefore, in order to run the Saturday Academy for ELLs and the Reader's Theater for Newcomer ELLs after-school program a licensed supervisor needs to be present to oversee and maintain structures for these programs. A Bilingual licensed supervisor with QTEL training will be made available in order to communicate with Spanish speaking parents, set up and distribute breakfast (8:30am-9:00am) and lunch (12:00pm-12:30pm) for the Saturday program and snacks for the Reader's Theater Newcomers program. The content and ESL teachers are not Native speakers of Spanish therefore the Bilingual Supervisor will fill in any communication gap that may occur between the teachers and the students. In addition, the supervisor completes the administrative paperwork that is generated throughout the programs such as, attendance, parent letters (English/Spanish), monitoring

Part B: Direct Instruction Supplemental Program Information

students' academic progress, data analysis, supply orders, disciplinary actions, submitting and maintaining the required DOE permits for both building and food requests, etc.

Food and building permits will be at no cost to Title III program.

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: 07X203 will conduct 1.5 hours on Thursdays for a total of 6 sessions of Professional Development for teachers working in the Title III programs with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echvarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2012 and January 2013. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echvarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

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: MS 203 is a school that believes in home-school connections/partnerships. This year MS 203 will provide the following:

- Parent workshops co-facilitated by students, 1 ESL staff and Bilingual Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and

Part D: Parental Engagement Activities

technology use of the internet base program Earobics Reach and Destination Math/Reading. These programs have a parent component that is available in English and Spanish. The students' participation is integral to the parent outreach process. These meetings will be held on the first Saturday of each month (January 5, February 2, and March 2) starting January 2013 to March 2013.

- The certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This parent component will be at no cost to the Title III program.

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		

