Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS/MS 212X MULTICULTURAL MAGNET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X212

PRINCIPAL: DONNA RIDLEY EMAIL: DRIDLEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Ms. Donna Ridley	*Principal or Designee	
Ms. Hyacinth Hall	*UFT Chapter Leader or Designee	
Ms. Yulitza Camacho	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Mr. Franklyn Williamson	Member/ UFT	
Ms. Jessica Monroe	Member/ Parent	
Ms. Elicia Rodriquez	Member/ UFT	
Ms. Haydee Rodriguez	Member/ Parent	
Ms. Tara Pruit	Member/ Parent	
Mr. Neil Chambers	Member/ UFT	
Ms. Rayshon Patterson	Member/ Parent	

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.

  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement

- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 HERE.

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

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

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

Major Recommendation

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

  "School leaders and faculty are developing structures to regularly evaluate and adjust curricular and instructional practices. Adjustments must effectively address the needs of at risk and high performing students." (Quality Review, 2010- 2011, p. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

____ 2.2 School leader's vision	____ 2.4 School leader's use of resources
__X__ 2.3 Systems and structures for school development	____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

  By June 2013, the school leadership in collaboration with 100% of instructional teachers, will implement a school based informal benchmark assessment system that is designed to identify student performance levels in all core subjects so that curricular and instructional practice adjustments can be made to meet the needs of all students.

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.

  Activities
  - Gap analysis
  - Baseline assessment
  - Student work analysis
  - PD on assessment analysis

  Key personnel
  - Data personnel / teacher

  Targets

- Students
- Use of these assessments will modify and improve instruction
- Teacher buy in of the diagnostic prescriptive philosophy via professional development

Timeline
- Interim benchmark, January, March, and final June 2013

Budget and resource alignment

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

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

  1) Materials for children K-8 to assess diagnostically and address students' needs in ELA and Math in alignment with the CCLS. The series is called Common Core Edition Ready. The books are for instruction practice and assessment. Students may access the text online or in hard cover format. 2) RAI Reading for application and instruction series by Continental Press for grades 2-8 will be used to diagnose and intermittently assess student strengths and weaknesses in the literary element: i.e. cause and effect, sequence etc.

  Student baseline data suggests that one of their deficiencies was in writing, these monies will be used to purchase the "Strategy for Writers" by Zaner Bloser. This program teaches the art of writing across a variety genres. In addition a grammar program is embedded. The writing experiences designed for the students meet and align with the more rigorous demands of the CCLS.

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).

  Fiscal alignment through Galaxy will entail the following budget indicators OTPS funding source books, general supplies books, Title I /Focus

  PF NY State Standards Assessments

  Materials:
  - Reading for Application and Instruction (RAI) test assessment series (levels AA – 8 Continental Press)

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.

  *"Design engaging, rigorous and coherent curricula, **including the Arts,** for a variety of learners and aligned to key State standards?" 'Developing' rating (Quality Review, 2010 – 2011, p. 6)*

  "Although teachers use data to plan and refine tasks, there is a lack of rigor in the tasks to challenge high achievers. Teacher questions are not as highly developed to promote high levels of student thinking resulting in uneven student achievement" (Quality Review, 2010 – 2011, p. 5)

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

_X_ 3.3 Units and lesson plans

_X_ 3.4 Teacher collaboration

____ 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.

  By June 2013, 100% of teachers **including the fine arts,** and the technology teachers will engage in the collaborative inquiry process in teacher teams to develop curriculum maps and rigorous CCLS aligned units of study that include common benchmark assessment and a culminating performance task with targets and multiple entry points to ensure student success as evidenced by artifacts from the teacher team meetings and observations. The curriculum will also incorporate **the fine arts**, technology and other enrichment opportunities.

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.

  Activities
  - PD on Rigor
  - Webb' DOK
  - Blooms Revised
  - CCLS
  - Tri-State SQR

- Pedagogical Shifts
- CIE
- **Fine Arts curricular offerings**
- **Specialized HS Arts** / Music audition / Preparation

Personnel
- 100% of teachers including **the fine arts teacher**, and inquiry teams and technology teacher

Identify Targets
- Quality of teacher created artifacts and evidence of increased rigor in pedagogy
- Professional development / teacher buy in

Timeline
- September 2012– June 2013

Budget and resource alignment
- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

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

- Purpose: Teacher per-session
- Description: To provide professional development to improve teacher pedagogy which will enable participants to teach on a more rigorous level; to provide opportunity for teacher collaboration and inquiry; developing curriculum maps that are aligned to CCLS; to provide a forum for analytical discussions about student work that leads to BTG/RTI discussions
-
- Program 1
- Purpose: Teacher per-session for professional development. 40 Teachers Breakdown: $50.19 * 40 = $2,007.60 Weekly (2 * 9 Sessions = $36,136.80)

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).

  PF Inquiry Team
  PF CCLS
  PF College and Career Readiness
  Fine Arts Teacher

  PD sessions
  - Teacher per-session (SBO)

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.

  "Ensure that the teacher pedagogy is engaging and differentiated to enable all students to work at their entry point for increased outcomes to avoid uneven teacher and student performance." (Quality Review, 2010 – 2011, p. 5)

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

__X_____ 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.

  By June 2013, school leaders will develop an academic intervention program, "Bridging the Gap" (BTG), which is designed to meet each student's individual academic needs. This response to intervention (RTI) program ensures that academic interventions are matched strategically to support students. Success of this program will be measured by student participation within this AIS school program and performance of students on pre/post remedial and/or enrichment 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

  Activities
  - Design a parallel schedule structure that allows teachers to meet the unique academic needs of the subgroups (high performers, SWD, ELL, Newcomers/SIFE, Gen Ed)
  - Identify student population through baseline, benchmark assessment data (high performers, SWD, ELL, Newcomers/SIFE, Gen Ed)
  - Use progress monitoring to determine instructional effectiveness
  - Implement evidenced based practices intervention shown to be effective and validated for all sub-groups
  - Provide talent and advanced learning opportunities to challenge high achievers i.e. robotics, band, art talent etc.
  - Individual classroom teachers will use classroom assessment data to make adjustment and make progress over time
  - Administer regents

- Utilize Study Island
- Robotics

Personnel
- BTG teacher teams

Identify Targets
- Benchmark assessments
- Teacher team meetings

Timeline
- October 2012– June 2013

Budget and resource alignment

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

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

- This money was used to purchase the Study Island Online program by Edmentum. This program will be used to meet the needs of students who have varying learning entry points. Study Island is the umbrella name for a series of online adaptive computer programs that address the core curriculum and are aligned with the CCLS. These programs allow teachers to differentiate instructions and implement evidence based practices showing to be effective and validated for all sub-groups. Students in the same class can be given remediation, reinforcement, or enrichment options based on their performance on the diagnostic program tool; Study Island has a component that assesses and provides support for all students. The various programs that we have selected meet the immediate academic needs of our SWDs, ELLs, General Education, higher functioning students.
- Time line: September to June
- Targeted Staff: All Core teachers (K-8)

Program 2

Purpose: Teacher per-session for Robotics Coaches. 29 Sessions 1 Teacher @ $50.19 Breakdown: $50.19 * 4 = $200.76 Weekly (7 * = $1,405.32) 1 Para $40.20 * 4 = $160.80 Weekly (7 * = $1,125.60)

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☐ Tax Levy ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☒ Other-describe here: Priority Focus Money

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).

  PF (AIS)
  PF (RTI)

  Archipelago Learning / Study Island

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.

  Parents would like to see more or better enrichment programs, test prep opportunities and smaller class sizes. (Learning Environment Survey, 2011 – 2012, p. 7)

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.

_X 5.2 Systems and partnerships

__ 5.3 Vision for social and emotional developmental health

__ 5.4 Safety

__ 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.

  By June 2013, in order to develop the social and emotional health of our students subgroups (high performers, SWD, ELL, Newcomers/SIFE, Gen Ed), we will create parallel learning structures that offer individualized instruction, remediation and enrichment which is uniquely tailored to meet the needs of each student. In addition the school will forge a partnership with a community based organization, Vacamas (CBO), that supports and sustains student social and emotional health by offering participants a menu of trips, recreation, student clubs, and arts based activities. Progress will be measured by student attendance levels.

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.

  Activities
  - PM School (test prep)
  - Regents Prep
  - Saturday school (Regents prep, test prep, ELL support, parent ESL Support)
  - Vacamas recreational program

  Personnel
  - Administration
  - ELL coordinator

- Vacamas Director

Targets
- Vacamas/ attendance participation
- Test prep/ student test results
- ESL / Parent attendance
- Remediation and enrichment activities are teacher driven

Timeline
- January - June

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.

- Description: Teacher per-session for facilitators who are conducting the Regents Preparatory program during the Regents Saturday Academy
- Purpose: To create a robust academically challenging curriculum for high performing students. To offer these students the opportunity to be groomed for and take the Intermediate Algebra and Living Environment and the end of Grade 8.
- Test Prep Breakdown: 2 Teachers @ Rate $50.19 Hours: 90 ; Total: $4,517
-
- Purpose: Teacher per-session
- Description: Test preparation for the New CCLS ELA & Math exams for General Ed, SWDs, ELLS,
- Cost Breakdown: 8 Teachers 4 Hours each:32 Week 7 Rate $50.19 Total: $11,242.56
-
- Purpose: Per-session monies for administrator/supervisor to oversee the various supplementary educational programs
- Cost breakdown: 80hrs @ Rate $52.52
- Test Prep, Regents Prep, Robotics, Teacher PD on infusing rigor and improving overall pedagogy, curriculum maps aligned to CCLS, Danielson framework – background for the new teacher evaluation protocol, CIE support, Parent Meetings, BTG/RTI & Inquiry meetings ("Teacher Like a Champion")

- Purpose: Teacher per-session
- Description: Test preparation for the New CCLS ELA & Math exams for General Ed, SWDs, ELLS,
- Cost Breakdown: 4 Teachers 4 Hours each:16 Hours Week 7 Rate $50.19 Total: $5,621.28
-
- Purpose: Per-session monies for administrator/supervisor to oversee the various supplementary educational programs
- Cost breakdown: 80hrs @ Rate $52.52
- Test Prep, Regents Prep, Robotics, Teacher PD on infusing rigor and improving overall pedagogy, curriculum maps aligned to CCLS, Danielson framework – background for the new teacher evaluation protocol, CIE support, Parent Meetings, BTG/RTI & Inquiry meetings ("Teacher Like a Champion")
-
- 1) Materials for children K-8 to assess diagnostically and address students' needs in ELA and Math in alignment with the CCLS. The series is called Common Core Edition Ready. The books are for instruction practice and assessment. Students may access the text online or in hard cover format. 2) RAI Reading for application and instruction series by Continental Press for grades 2-8 will be used to diagnose and intermittently assess student strengths and weaknesses in

the literary element: i.e. cause and effect, sequence etc.

- Student baseline data suggests that one of their deficiencies was in writing, these monies will be used to purchase the "Strategy for Writers" by Zaner Bloser. This program teaches the art of writing across a variety genres. In addition a grammar program is embedded. The writing experiences designed for the students meet and align with the more rigorous demands of the CCLS.
- Some funds will be used to purchase materials to support our competitive robotics program

Program 2

Purpose: Teacher per-session for Robotics Coaches. 29 Sessions 1 Teacher @ $50.19 Breakdown: $50.19 * 4 = $200.76 Weekly (7 * = $1,405.32) 1 Para $40.20 * 4 = $160.80 Weekly (7 * = $1,125.60)

-
- Time line: April to June
- Staff: Robotics Coaches

☐ Tax Levy ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☒ Other-describe here: Priority Focus Money

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☐ Tax Levy ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☒ Other-describe here: Priority Focus Money

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).

  PF RTI,
  PF AIS,
  PF Test Prep Program

  Afterschool:
  Test Prep Program

  Regents Labs/ Test prep

  Test Prep / Regents- Lab Ancillary materials for PM program

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.

  Improve the school- parent relationship through better communication. (Learning Environment Survey, 2011-2012, p.1)

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 _X_ 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.

  By June 2013, school leaders will increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the CCLS and their role in promoting their children's success as measured by a 50% increase in attendance in parent participation in school activities.

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.

  Parent involvement
  - Invite parents to a multitude of school functions

  Activities
  - Trainings / workshops
  - Parent teacher night
  - PA meetings
  - Purchase of Communicator

Staff
- Parent Coordinator

Steps for engagement
- Parent teacher conferences (on going)

Timeline
- September 2012 – June 2013

Budget and resource alignment
- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

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

☐ Tax Levy ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☒ Other-describe here: Title I (Parents)

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).

School Messenger:
Paper toner, staff driven workshops, incentives,
translation cost (after the school interpretation has been exhausted),
child care associated with workshop,
creation of a parent room, lending library

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	Study Island, Wilson, ELA Clinic and BTG, Imagine Learning, Reading Eggs	Small group instruction, tutoring, 1:1	During school day, extended day, test prep, Saturday school
Mathematics	Study Island, Regents prep	Small group instruction, tutoring, 1:1	During school day, extended day, test prep, Saturday school
Science	Study Island, Regents prep,	Small group instruction, tutoring, 1:1	During school day, extended day, test prep, Saturday school
Social Studies	Study Island, test prep	Small group instruction, tutoring, 1:1	During school day, extended day, test prep, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT, Attendance team, Guidance Counselor	Regularly scheduled meetings during the day for specific students, 1:1, and small group	Pull out service and or counseling during and after school

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.

- New teacher training, mentor program
- Buddy teachers
- Common planning time
- Departmental conferences
- Professional development (ongoing)
- Partner with network to provide lesson plan clinics
- Training on CCLS, frameworks
- Attend teacher fairs to recruit teachers and other pedagogue
- Network with principal community to recruit

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, PS\MS 212X, 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. PS\MS 212X will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all - parents/guardians, including parents/guardians of English Language Learners and students with disabilities. School surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the SCEP, 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;

- 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.

- support the communication of scheduled school activities to parent households via a school messenger.

- ancillary materials and supplies will also be available to support parent efforts

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jose Ruiz/ Rudy Rupnarain	District 12	Borough Bronx	School Number 212
School Name The Multicultural Magnet School			

B. Language Allocation Policy Team Composition ⓘ

Principal Donna Ridley	Assistant Principal Anthony Martin
Coach	Coach
ESL Teacher Narelys Pagan	Guidance Counselor Mimy Mpowa
Teacher/Subject Area Greg Kentera/Common Branch	Parent
Teacher/Subject Area Enrica Tudda/ESL	Parent Coordinator Orlando Cardoza
Related Service Provider Barbara Keis	Other
Network Leader Rudy Rupnarain	Other

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	2	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	489	Total Number of ELLs	105	ELLs as share of total student population (%)	24.53%

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.

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school.

1. At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL deparment , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Tudda (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses to the survey questions, and the informal interview the student is administered the Language Assessment Battery (LAB-R) by an ESL teacher (Ms. Pagan or Ms. Tudda) to determine the child's level of English language proficiency and the type of service. If the Home Language survey indicates the home language is Spanish, the Lab-R in Spanish is given by one of the three bilingual ESL teachers. The parents are provided with school wide information including special ESL services. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Tudda, Mr. Estrella) , and the testing Coordinator (Mr. Kentera) review the various ATS reports (RLER, RLAT, RNMR, RESI) to ensure every ELL is identified properly and administered the NYSESLAT. The RLAT, RNMR, and the LAB-R scores are reviewed by the ELL department to ensure correct placement of every ELL. Additionally these reports allow the ELL department to target each of the four components during instruction according to the data. Advanced planning and programming between the ELL Coordinator, ESL teachers and Testing Coordinator ensure that all four components of NYSESLAT are administered. Mock NYSESLATS and Interim Assessment provide the framework for the administration of the NYSESLAT.
2. After the initial interview a follow-up orientation workshop is held within ten days. The ELL Coordinator (Ms. Pagan and the ESL teachers(Ms. Tudda and Mr. Estrella) are present at the monthly orientation meetings. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. During the orientation session, the parents of English Language Learners (ELL) have the opportunity to watch a video from the DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student's native language,as well as ESL; Dual Language – half the instruction in English and half in the student's native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. Additionally we provide parents with the ELL Parent Brochure, the Parent Choice Survey, and the PS 212 ELL program handbook in their native language. At 212, as per parent choice at this time we provide a Freestanding English as a Second Language program. Our parent choice selection for the lower grades have shown more interest in Dual Language. Therefore, this year we have opened a Dual Language class in Kindergarden. A PS212x ELL department weebly site is also available where parents are informed of all orientation meetings, language clubs and ELL parent workshops. Additonal outreach through letters, phone calls, and our weebly site can be done to inform parents who have previously chosen a TBE/DL program if the program becomes available as per parent choice.
3. The teachers, supervisors, and parent coordinator keep the parents informed through meetings, workshops and literature. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting a program for their children. The ELL Coordinator mails parents the entitlement letters. Copies of the entitlement letters are maintained in a separate

binder in the school. Whenever possible the ELL coordinator recieves the Parent Selection Forms immediately after the orientation meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a seperate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. If a parent was unable to attend the monthly orientation meeting, an appointment is made with the ELL Coordinator at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

4. We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will conduct an initial interview; use LAB-R scores, ARIS and NYSELAT Combined Modality Report (RNMR) to inform our decision. Placement letters are distributed by mail to the parents. Additionally, placement letters are maintained in a separte binder in the school.Continued entitlement letters are distributed by mail . Continued entitlement letters are maintained in a separate binder in the school. Letters , brochures, and any other information given to the parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLS are utilized.

5. After reviewing the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. After reviewing the Home Language Surveys, we have identified that our ELLS speak different languages in each grade . After reviewing various ATS reports (RLER, RLAT, RESI, RYOS), we have identified that we currently do not have enough ELLs of the same home language in two consecutive grades to create a transitional bilingual education class. Additionally our tally of Parent Selection Surveys is updated following each monthly parent orienation meeting. The majority of our program selection forms demonstrate the current trend of ESL as the first program choice. Therefore, as per parent choice, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population. However, after reviewing the Home Language Surveys, and Pre-K Language Needs Assessment, of 2011-2012, interviews with parents, and biographical data of Pre-k and Kindergarten students, we have seen a large influx of Students with a Home language of Spanish. Our parent choice selections of the lower grades have shown more interest in Dual Language. We have opened a Dual Language program beginning in Kindergarten. There are two Kindergarten classes with one being a dual language class.

6. The Freestanding ESL Program we have implemented is aligned with the program selection forms and the parent surveys of the past few years. Our instructional delivery model is comprised of Freestanding ESL classes. The kindergarten Dual Language class is aligned to the current parent choices for the Kindergarten students. During parent orientation workshops, we make every effort to explain and to ensure they are aware and in agreement with the school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☒ **7**☒ **8**☒ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☒	No☐	If yes, indicate language(s): Spanish

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	**Newcomers (ELLs receiving service 0-3 years)**	83	**Special Education**	10
SIFE	8	**ELLs receiving service 4-6 years**	14	**Long-Term (completed 6 years)**	8

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	0	0	0	0	0	0	0	0	0
Dual Language	9	0	0	0	0	0	0	0	0	9
ESL	74	7	1	14	1	5	8	0	4	96
Total	**83**	**7**	**1**	**14**	**1**	**5**	**8**	**0**	**4**	105
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	9	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**9**	**10**
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**9**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**9**	**10**

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	0	0	0	0	0	0	**0**	**0**
Chinese	0	0	0	0	0	0	0	0	**0**	**0**
Russian	0	0	0	0	0	0	0	0	**0**	**0**
Korean	0	0	0	0	0	0	0	0	**0**	**0**
Haitian	0	0	0	0	0	0	0	0	**0**	**0**
French	0	0	0	0	0	0	0	0	**0**	**0**
Other 0	0	0	0	0	0	0	0	0	**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): 3	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 10 Asian: 0 Hispanic/Latino: 9 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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**

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	9	10	2	5	5	3	15	7	11	0	0	0	0	**67**
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Bengali	0	0	0	0	0	0	0	0	2	0	0	0	0	**2**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Arabic	0	0	0	0	0	0	2	0	0	0	0	0	0	**2**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	2	1	1	1	3	4	5	0	0	0	0	**17**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other	0	1	0	0	3	2	4	1	6	0	0	0	0	**17**
TOTAL	**9**	**11**	**4**	**6**	**9**	**6**	**24**	**12**	**24**	**0**	**0**	**0**	**0**	**105**

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?

Programming and Scheduling Information

1. In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min). In our current scheduling, Beginners , Intermediates and Advanced are pulled out separately according to placement. Additionally, lower level Intermediates are pulled out with Beginners at selected periods.

A. Programming and Scheduling Information

Higher level intermediates are pulled out with Advanced students at selected periods. Push-In instruction is also scheduled per class.

2. In addition to our intensive ESL instruction, all content areas are taught using ESL strategies allowing for a continuity of rigorous instruction and language development. Instruction is also differentiated within our student population in an effort to address special needs. In our Dual Language Kindergarten class the languages of instruction will be in English and Spanish. Each subject will receive equal amounts of allotted time in both English and Spanish. We have opened a 50:50 program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. Both of the Kindergarten teachers are bilingual and hold a bilingual extension. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards where students can investigate complex text and academic discourse is promoted. We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught according to the Common Core Learning Standards. In addition the ELL Kindergarten student will receive Native Language Arts Instruction through Estrellita and Award Reading in Spanish 60-90 minutes a day.

3. Content areas are delivered using sheltered English instruction and a variety of constant scaffolding in order to allow ELLS to acquire content area vocabulary in English and content area skills in English. Through constant modeling of academic language in Socratic seminars , cooperative groups, and through accountable talk students are expected to respond and participate using academic language and higher order thinking. Teachers are encouraged to create cooperative learning groups in order to facilitate oppportunities for students to interact with students at their proficiency level and students at a higher proficiencey level. Through thematic units teachers model language functions and structures using academic langauge in context. Instruction is aligned with mandated ESL/ELA, content area standards, and the core curriculum. Teachers are encouraged to create thematic units which incorporate content and language objectives. Quality materials reflect the home language of the student and are aligned with the school's core curriculum. Texts are available in the home language of many of our students in the content areas. The ESL Coordinator meets on a weekly basis with content area teachers and the ESL teachers through mentoring, professional development and department meetings to discuss current units, differientiation, and collaboration of the ESL teachers with the content area teachers. Additionally, the ESL teachers plan lessons in collaboration with content area teachers to provide constant support with a focus on academic langauge, differentiation, cognitive demands of tasks, evaluating student work and data, and scaffolding in the content areas to meet student needs.

In our Dual Language Kindergarten class content area instruction is provided in English and Spanish. The content area material are all parallel in Spanish and English. The Award Reading, Envsion Math, Scotts Foresman Science and Social Studies instructional and student materials are in Spanish and English. Content Instruction is in each language according to the language of the day. Content area units are taught in both languages with a focus on academic language and skills.

4. Ongoing daily assessments, thematic assessments,demonstrations, exhibits, and skill based assesments in verbal and written form in ESL and in the content areas are created through the collaboration of ESL teachers and content area teachers. A student portfolio is maintained by classroom teachers in order to be assessed periodically by teachers, students and parents. Students are encouraged to put pieces in their portfolio reflecting their home language and English. The students are given formal and informal assessments in the native language of the ELLS when necessary. In addition, assessments in the native language of the ELLS are present in our current curriculum materials. Ongoing assessments are utilized to evaluate student learning and performance.

5a.Our SIFE students receive additional small group tutoring and 1:1 assistance. They are also involved in our Bridge the Gap Initiatives. Our Bridge the Gap Initiative consists of educators, that are also translators, which instruct the children one day a week using English and their native langauge. Their instruction is in all the content areas allowing the students to acquire skills in their native language and in English. Our SIFE students are also involved in Saturday, Holiday and After School programs. Because of their special condition they also receive counseling services and specialized instructional materials.

5b. Once a week newcomers participate in our Bridging the Gap program where the ESL teachers collaborate with teachers who speak their native language to provide content clarfication, specialized instruction for first year ELLS in math, and transfering reading skills from their native language for second year ELLS in English Language Arts. Technology,visuals, photo libraries, bilingual picture dictionaries and other supplementary materials are available for ESL teachers and content area teachers for newcomers. The newcomers are involved in our language clubs where they meet students with their same native langugae and receive group support while completing academic activities. Additionally, they receive counseling and more experiential type of educational activities, such as trips.

5c. In addition to mandated ESL periods , for the students that have been in the program 4-6 years, we have implemeted a separate small group instructional time per grade level with ESL teachers . The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic

A. Programming and Scheduling Information

assessments, and ARIS. Baseline writing samples are taken for strategic writing instruction tailored to each child. ESL teachers and content areas use the data to inform instruction and create differentiated activities.

5d. ELLS that have received services for more than 6 years receive instruction in a small group setting per grade level with ESL teachers, where we utilize data form the NYSESLAT, diagnostic assessments, ARIS and ELL peirodic assessments to focus on areas of improvement. Additonally , the data is utilized to identify areas of stength . If there is no progress after all our effort we will refer him/her to the appropriate committee (PPC, I.E.P) for possible evaluation. However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable.

6. Similarly, we ensure that lessons are scaffolded, student's attention span, impulsivity and distractibility are considered when planning lessons.Instruction is aligned to the CCLS and tasks are differientiated and supported using a variety of supplemental materials such as visuals, technology, and photo libraries. A variety of scaffolds are used to create differientiated tasks such as , breaking down tasks into smaller assigments , simplifying directions, adapting text, and graphic organizers. ESL teachers have access to the IEP of each student and refer to it when planning instruction and assessments.

7. A students environment is considered when scheduling. ESL teachers in collaboration with classroom teachers, and other service providers, schedule services and plan instruction, in department meetings and prepartion periods, in order to provide each child their mandated instruction and services according to their individual IEP. The ESL teachers collaborate with the classroom teachers in order to push in and pull out the SWD . This will allow instruction to be done within the peers of their class and participate in collaborative groups with non-disabled peers according to their grade level.

If a reevaluation is needed it will be conducted.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. Collaboration between the ESL teacher, AIS providers and their current ELA/content area teachers is frequent and ongoing through department meetings and preparation periods. These primary planning sessions will focus on customizing instruction in preparation for ELA , using Wilson and Fundations. Diagnostic assessments are given in order to create ELL target groups for both ELA, math, and content areas. During extended day ESL teachers and content area teachers collaborate to target these students utilizing the data from the diagnostics. ELLS needing targeted interventions for ELA are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. ELLS needing targeted interventions for math are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. Both Social Studies and Science teachers collaborate wth the ELL Coordinator and ESL teachers to identify students in need of interventions. These students are seen in Extended Day and further support is given through the ESL teacher. Data reports (ARIS, NY start, Interim Assessment, RNMR, RLAT) , and class diagnostics, are used to identify students in need of interventions.

9. In our plan for continuing transitional support (2 years) for students who have reached proficiency level on the NYSESLAT students are placed in monolingual classes full time and participate fully and held to the high expectation in all content areas such as their monolingual counterparts. They also enjoy and participate in all extra-curricula activities without reservation. These include: Sports and Arts, Saturday Academy, Language Clubs, Band. Using data reports (RESI, RLAT, RNMR, HIST, REXH) the ELL Coordinator and the Testing Coordinator collaborate to identify all the Former ELLS in order to provide the testing accomodations for former ELLS for two years following proficiency of the NYSESLAT.
10. Long-term ELL small group instruction once a week by ESL teachers per placement and grade level is being implemented . These selected periods of instructed are in addition to their mandated ESL instruction and is driven from NYSESLAT, ARIS, ELL Periodic Assessments, state ELA and state math data. By identifying the specific needs of the Long term ELLS through data reports and diagnostics, and providing small group instruction with these focuses this will allow them to reach proficiency in the NYSESLAT.
11. There are no programs that are being discontinued from last year.
12. ALL ELLS are invited to particpate in our SES and afterschool programs (Imagine Learning, Champion Learning, Sports and Arts, Band, and Particpating programs in the 212x campus). This year we will be adding an SES program (Imagine Learning) with teachers who are fluent in the languages of our newcomers. Technology with bilingual capabilities will be used during instruction in our afterschool program. Furthermore, with Title III funding, we will begin a Saturday program for newcomer Immigrant ELLS and their parents using Oxford Picture Dictionaries, workbooks, and Side By Side texts.
13.The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Reading Streets (Balanced Literacy reading and Writing Workshop Models), Word Wise, Kaplan Math/ELA Rosetta Stone and a extended range of print, visual and digital resources. An adequate bilingual ESL class library is available for student use, color-coded and labeled by language. This year we will be introducing the Ipad 2 for instruction, a tool for supplemental materials, and native language support. Various websites , such as the Children's International Library, provide native language interactive texts and visuals students may utilize. For use in the content areas, photo libraries, such as our Science photo library provide visuals and vocabulary support for the ELLS. The Content Area teachers in collaboration with ESL teachers utilize various websites (free translation, pete's power points, google images, edhelper, freeology, brain pop, cool math games) for native language support, scaffolds, supplementary materials and differentiated tasks in the content areas in order for students to build technical and digital proficiency.
14. Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for beginners in order to transfer skills from their native language to English. Native language instruction is used support higher order thinking in demanding and challenging areas of instruction. Decisions on language use in instruction are based on data ,student needs, language levels, and challenging content . The language of student products is determined according to student needs. Student products are differentiated according to the strengths and areas of improvement. In the ESL classroom , there is evidence of student work displayed in both student's native language and English. Charts, vocabulary, word walls provide a print-rich environment in both the student's home

language and English. Due to these supports there is a consistency of home language and English usage. In our Dual language Kindergarten class native language support is provided by the Native Language instruction, the bilingual teacher and the native language materials. The materials in the content areas, and the library are both in English and Spanish.
15. All services (ESL, AIS, SIFE initiative) and support are standard based corresponding to the students grade and age.
16. Newly enrolled ELLS are given support through our SIFE/welcome center where counseling,technology, native language libraries and information on the ESL program is available for students and parents.
17. A language elective being offered to ELLS currently is Spanish. Through instruction and technology students acquire listening , speaking, reading and writing skills in Spanish.

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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)?

Each subject will receive equal amounts of allotted time in both English and Spanish. The ELLS and EPS will be integrated the entire school day. We have opened a 50:50 self-contained program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards in both languages .We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught in English and in Spanish according to the Common Core Learning Standards. Content area materials will be utilized in English and Spanish, such as, Scotts Foresman Social Studies and Science kits for Kindergarten. Instructional activities in the Content Area will focus on developing stronger vocabulary, problem solving skills, and word analysis skills of content concepts in both languages. Instruction in the content area will focus on promoting academic discourse through literary texts in the content areas and inquiry based materials. With a focus on academic language in the content areas through content specific texts and inquiry based investigations students can become bilingual and biliterate while mastering the same academic content as a general education classroom. Additonally we emergent literacy skills such as phonemes, sight words, blending will be taught first in Award Reading with exposure to Spanish and a focus on English phonetic structures. Mid-year Estrellita will be utilized to supplement Award Reading and teach phonetic structures, sight words and blending in Spanish.

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development which meets the needs of teachers of second language learners. Mutual preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Cultural Diversity, Leraning Styles and instruction
- Bilingual/ESL Compliance
- Using data to drive instruction (NYSESLAT/ARIS)
- ELLs Periodic Assessment, Performance Series and Acuity
- Sheltered English Instruction
- Scaffolding
- Infusing technology (Using Smart Boards /Ipads)

Language Allocation Policy (changes and status)

. Socractic Seminars

. Differentiation, Learning Language Needs and Effective Practices for ELLS

. Accountable Talk for ELLS

Developing Academic language Through Content

Current ESL/ Bilingual Research

A professional devolpment binder is maintained with agends, sign-in sheets and feedback from teachers. This records a log of the professional development done by each teacher. Teachers are encouraged to attend off-site workshops and seminars related to ELLS. The parent coordinator provides professional development and conferences with individual teachers with the focus of maintaining open lines of communication with parents. He provides opportunities through parent workshops, and school events geared towards building cohesiveness and cooperation between parents and staff. The school leadership is formed through a collaboration of administration, parents and teachers . Using data, teachers, parents, and administrators on the school leadership team continually voice concerns, suggestions, and possible outcomes to administration in order to make informed decisions . They provide support to the staff through this continual feedback of staff , parent and students needs. The LAP implementation and refinement plan is reviewed by the school leadership team and included in the CEP. The guidance counselor recieves professional development on 8th grade articulation, newly arrived students, temporary housing, conflict resolution, cultural sensitivity, social and emotional development. Our guidance counselor is currently completing a bilingual extension. Due to her knowledge base on bilingual education and professional development, she provides turn-key training. Additionally, the guidance counselor supports staff through professional development of social, emotional, and behavioral needs and strategies to equip teachers with the appropriate tools to assist all students. The guidance counselor assist ELLS as they transition through individual conferences, participation in the language clubs, and direct communication with parents .

E. Parental Involvement

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

Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza to attend parent workshops or provide resources for the support of ELL parents and students. We will invite parents of Immigrant ELLS to attend our Saturday Academy , parent and student ESL classes. In these classes parents will be able to learn English along side their children. Additinally, parents are invited to attend our monthly language clubs. In the language clubs students participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultual pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. The ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program,which informs parents how our LAP is implemented in our school. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the programs for their children offered. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. Following each workshop, we provide parents with an opportunity to express concerns, suggestions and ask questions. A parent feedback form is given. Parents are given the opportunity to express any needs, or the suggested topics of further workshops. Parents are encouraged to respond in their native language.

Additionally, the parent coordinator is implementing AWE workshops. Workshops are targeting Aris Parent LInk, our Weebly Sites, and E-grade. The parent coordinator is modeling for parents how to utilize the Aris parents link to locate information on their child. The parent coordinator is demonstrating in workshops how to connect to each weebly site for each teacher, administator, and school department in order to locate homework, assignments, activities, workshops , trainings for students and parents. Furthermore, through workshops and conferences, the parent coordinator is introducing parents and students to E-grade an online grading system. Parents and students will be able to view assignments, homework, project grades and comments.

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)	2	2	0	1	1	2	0	9	5					22
Intermediate(I)	0	2	0	2	2	4	0	6	5					21
Advanced (A)	7	4	5	1	1	6	4	5	4					37
Total	9	8	5	4	4	12	4	20	14	0	0	0	0	80

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	2	1	0	0	3
5	1	5	1	0	7
6	0	0	1	0	1
7	3	5	0	0	8
8	4	5	0	0	9
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	2	0	2	0	0	0	0	0	4
5	5	0	4	0	2	0	0	0	11
6	2	0	1	0	0	0	0	0	3
7	2	0	7	0	3	0	0	0	12
8	0	0	4	0	5	0	1	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	3	0	2	0	10
8	2		6		3				11
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	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

After Reviewing and analyzing the assessment data, the following instructional steps were taken:
Early literacy skills are assessed using ECLAS. ECLAS allows us to assess readng levels, fluency, comprehension, phonetic skills, and writing skills. The data has allowed us to pinpoint the need to focus instruction on reading strategies for comprehension and phonics for decoding . A current review of the LAB-R revealed that the majority of our Kindergarten students are testing at the advanced level. Our newcomer middle school students are testing at a beginner level. A review of current NYSESLAT data (2011) revealed that although some students achieved a particular level (ex.. Advanced) on the combined modality report, their actual achievement differed. In some instances, a student who scored at the advanced level in speaking and listening, may actually be at beginning level in speaking and intermediate level in writing. In addition, our largest placement group in Listening/Speaking (22) and Reading/Writing (27) is Advanced students. The data also revealed scattering within modalities tend to occur (in this case) among the upper grades (7th and 8th) which was our largest influx of ELLS in 2010-2011. Our kindergarten through second grade ELLS made significant growths , showing our largest groups of proficients in a modality. Within Speaking/Listening the majority of our Kindergarten through second grade students scored at proficent. Our current second grade ELLS placed at advanced. Each student scored at a proficient level in Listening/Speaking and at Advanced in Reading/Writing. The fourth grade ELLS tested at advanced in Listening/Speaking and at varying levels in Reading/Writing. Based on this information, lessons can be customized to meet the student's individual needs and target groups. We ae able to pinpoint the need of increasing ESL instruction focused on the writing crafts and specially conventions for middle school advanced students. Our middle school intermediate students demonstrated a need in the reading component in the NYSESLAT. Instruction in reading comprehension strategies especially fix-up strategies in order to increase students monitoring their own comprehension will be targeted for our mddle school intermediate students. The ESL teachers may use the NYSESLAT results and the state exams to target specific modalities or skills per student or target group. One particular target group to provide additional support in ELA will be our second year ELLS , data from the state ELA exam of 2011 demonstrated this need. Furthermore, the impact of our continued support of SIFE students and newcomers through our Bridging the Gap program reflected in the students state math progress. The data from the ELL Periodic Assessments were used for strategic AIS from ESL and content area teachers. The data was also utilized to create groupings and differentiated tasks within mandated ESL instruction and extended day.
Comparisons between ELA and performance ELE (Native Language-Spanish) tests results are not applicable at this time because we did not have Transitional Bilingual Education. The various data reports allow us to create flexible groupings or target groups for AIS, ESL groups, extended day, and Saturday Academy. As new data is present the flexible groups or target groups may be altered throughout instruction.
The data from ARIS, NYSESLAT, state exams, ELL periodic assessment, student classwork and student assignments, allow us to evualuate student performance, the rate of students testing out of the NYSESLAT,and testing on grade level in state exams in order to demonstrate the strengths and areas of improvement in our program.
We plan to utilize various assessments which are aligned to the Common Core State Standards and the materials selected. We will utilize EL SOL, ECLAS, Award Reading Assessments (both online and print) , Estrellita Benchmark Assessment Tools, Scotts Foresman Social Studies and Science Assessments and investigations. The data provided by the assessments will allow teachers and administration to pinpoint areas of growth, improvement, and progression of fulfillment of the Common Core Standards, in both languages. Data can be measured, reported, and tracked to demonstrate the progress of each student and the class as a whole. Data will be used to inform and drive further instruction

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

Part VI: LAP Assurances

School Name: PS212		School DBN: 12bx21	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 12X212 **School Name:** 212

Cluster: 6 **Network:** 608

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL deparment , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Tudda (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses, we are able to ascertain the language spoken , written and read by the parents. The informal interview with the student and parent informs us about the parents country of origin, and languages spoken. The parents are provided with school wide information including special ESL services in English, Spanish and French. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Tudda, Mr. Estrella) , and the testing Coordinator (Mr. Kentera) review the various ATS reports (RLER,RLAT RESI,BIOS) to ensure every ELL is identified properly. This data reinforces the information given in the home langauge survey, and interview, and allows us to properly identify the language spoken by the 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.

After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Dominican Republic, Haiti, and Guinea. After reviewing the Home Language Surveys, interviews with parents, and biographical data we have seen a large influx of Students with Interrupted Formal Education. We utilize the initial interviews and the follow-up orientation workshop, monthly orientations held for the parents by the ELL Coordinator, for further language identification and interpretation needs. Through these meetings we are able to further interact with the parents. The bilingual ESL teachers, parent volunteers and designated translators are present in order to meet the

language needs, and assess and further needs for translation. Through data and constant interaction, we have ascertained that many of our students from West Africa received only two years of formal education. A few of our students from the Dominican Republic received sporadic informal education in rural areas. We were able to identify a greater need for oral interpretation of French (about 20 parents), and Spanish (about 30 parents) due to lack of formal education. We were able to identify four parents, unable to read or write, that required oral interpretation of Wolof. Our existing ELLS come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. They mostly speak and understand Spanish and French. The majority of our existing ELL parents have lived several years in the community and required written translations of Spanish, and French. The majority of the Spanish-speaking existing ELL parents (about 25) have had formal education and rely more on written translation. We have been able to report these findings to the community through parent workshops, orientation meetings, discussion of the LAP with the SLT, and the CEP.

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.

Based on the data we use to review our students and parents language needs - the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that although our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French. Therefore, we have deliberately acquired Spanish and French teachers to teach the students using ESL methodologies to instruct the students. Additionally, every piece of document that goes home to parents is translated into Spanish and French.

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

The administration and staff are aware that the ELLs' are an integral part of our school's community. Therefore, we do direct communication with students' parents and guardians ensuring that all Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings.We have certified ESL teachers on staff who speak, read and write Spanish and French very fluently. Since our ELLs mostly speak and understand Spanish and French, we use our staff to provide adequate and fast in-house oral interpretation services at no cost to our budget.

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.

1. Staff Members. All Department of Education documents, formal and/or informal, are translated and provided to parents by our capable staff members who speak French and Spanish fluently. Our ESL teachers speak,read and write Spanish and French fluently. Our guidance counselor is fluent in English, Spanish, French and a few dialects.
2. Parent Volunteers. Our school has identified parents who speak Wolof and other dialects. In addition to their ability to speak English such as, Mandingo, Creole etc. The parents with such abilities are usually called upon to volunteer and assist when necessary with oral interpretation and written interpretation.
3. NYCDOE - The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. Interpretation notice signs, welcome signs, I speak cards, have been utilized from the translation and Interpretation Unit in our parent meetings and workshops. We have also utilized the multiple translated dcouments from the Office of ELLS, such as, parent brochures, home language surveys, parent choice forms, entitlement and placement letters. Finally we utilized the Translation and Interpretation Unit to translate theParent Brochures of our ESL Program at PS212x.

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: PS212	DBN: 12x212
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☐After school ☐Saturday academy ☒Other: Reduced Class Size
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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: After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Ivory Coast, the Dominican Republic, Haiti, Puerto Rico and Guinea. After reviewing the Home Language Surveys, interviews with parents, and biographical data we have seen an influx of Students with Interupted Formal Education and Newcomers. Many of our students from West Africa received only two years of formal education. We have aslo identified a new wave of Newcomers from the Dominican Republic who received sporadic informal education in rural areas. For this reason we have continued our Newcomer/ SIFE , Bridging the Gap program for our sixth through eigth grade students.

We utilized the data from the NYSESLAT , ELA and Math State Exams to adjust the classes in which our SIFE and Newcomer students belong to. Students who are SIFE , Intermediates or have been in an English Speaking school two to three years and are considered Newcomers are in general education classes receiving mandated ESL services. These groups are involved in our Reduced Class Size Program.

Through Title III we have created a reduced class size environment for our SIFE, and our Newcomer English Language Learners. The average class size for grades 6-8 is about 25 students per class; our Newcomer and SIFE students belong to classes 602, 702, and 802

During one math and one content area class our ESL teachers, Ms.Pagan and Ms. Tudda push in to assist students during their prep periods. Additionally, a third ESLcertified F-status teacher is able to push into content area class on Wednesdays on Fridays as well. This is done in addition to mandated ESL minutes as per CR-Part 154. This takes place on Wednesdays and Fridays, the program will begin January 2012 and will run until June 2012. The schedule for the reduced class size program is as follows.

Wednesday:
ESL F-status Teacher:
Push-in class 802, period 1 for social studies
Push-in class 802, period 3 for math
Push-in class 602, period 4 for social studies
Push-in class 602, period 5 for science
Push-in class 702, period 6 for social studies
Push-in class 702, period 8 for social studies

Fridays:
ESL F-status Teacher:
Push-in class 802 period 1 for math
Push-in class 602 period 2 for social studies

Part B: Direct Instruction Supplemental Program Information

Push-in class 602 period 3 for math
Push-in class 702 period 4 for math
Push-in class 802 period 6 for science
Push-in class 702 period 8 for social studies

In addition to this support and at no cost to Title III Mr Ductan (Math content area teacher) pushes into all Math classes on Wednesdays and Fridays as well as some content area classes as well, as evidenced in his schedule below. This teacher is key to our program because he speaks French, Haitian Creole and Fulani, all languages spoken in our newcomer/Sife classes, and is able to provide native language support to these students. Ms. Pagan, Ms. Tudda, and the ESL certified F-status teacher are able to provide native language support for students with a native language of Spanish. This allows students to acquire skills in their native language and are provided with clarification in the home language.

Technology (Starfall membership, IXL membership),visuals, photo libraries, Oxford bilingual picture dictionaries, Oxford workbooks, and other supplemental materials are available for ESL teachers and content area teacher for newcomers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. ESL teachers and translators use the data to inform instruction and create differentiated activities. Content clarification is done through instructional activities where visuals, concrete materials, videos, technology, translated texts are utilized for instruction.
Teacher to Student Ratio (based on classes of approximately 25)

Wednesdays:
Class 602
Period 4(Social Studies): approx. 1:7
Period 5 (Science): approx. 1:7
Class 702
Period 6 (Social Studies): approx. 1:8
Period 8 (Social Studies): approx. 1:8
Class 802
Period 1 (social studies): approx. 1:8
Period 3 (Math): approx. 1:8

Fridays:
Class 602
Period 3 :(Math): approx. 1:7
Period 2: (Social Studies): approx. 1:7
Class 702
Period 4 (Math): approx. 1:8
Period 8 (Social Studies): approx. 1:8
Class 802
Period 1 (Math): approx. 1:8
Period 6 (Math): approx. 1:8

The following schedules are of our SIFE/Instructor and Translator for each day . The per diem ESL teacher follows the same schedule as the SIFE instructor/translator Each allotted period of content instruction/clarification is aligned to the students' schedules. The student schedules follow for 602, 702, 802, ESL minutes of instruction as per CR- Part 154 mandates are met outside of the reduced class size program. Classes 602, 702 and 802 receive ESL push in/ pull out services only during ELA . The reduced

class program only occurs during the other content areas so as to not interfere with mandated ESL minutes.

WEDNESDAY: ESL F-status teacher

PERIOD	1	2	3	4	5	6	7	8
CLASS	802	PREP	802	602	602	702	LUNCH	702
STUDENTS	8	8	7	7	8	LUNCH	8	
Content	SS	MATH	SS	SCI.	SS	SS	LUNCH	SS

FRIDAY: ESL F-status teacher

PERIOD	1	2	3	4	5	6	7	8
CLASS	802	602	602	702	LUNCH	802	PREP	702
STUDENTS	8	7	7	8		8	PREP	8
Content	MATH	SS	MATH	MATH		SCI		SS

602	1	2	3	4	5	6	7	8
WED	ELA	ELA	BTG	SS	SCI	MATH	LUNCH	MATH
	401D	401D		401A	401A	100	100	

FRI	SS	SS	MATH	MATH	BTG	ELA	LUNCH	ELA
	401A	401A	100	100		401B		401B

702	1	2	3	4	5	6	7	8
WED	PE	PE	BTG	ELA	ELA	SS	LUNCH	SS
	GYM	GYM	AIS	401B	401B	409		409

FRI	ELA	ELA	MATH	MATH	BTG	SCI	LUNCH	SS
	401B	401B	401C	401C	AIS	311		409

802	1	2	3	4	5	6	7	8
WED	SS	MATH	MATH	ELA	ELA	SCI	LUNCH	HEALTH
	409	401C	401C	401D	401D	311		401C

FRI	MATH	MATH	SPAN.	ELA	ELA	SS	LUNCH	SCI
	401C	401C	104	401D	401D	409		311

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: The purpose of professional development is to collaborate (both content and ESL instruction) and plan instruction that support language acquisition and content area academic language growth. We intend to provide teachers with the necessary models of differentation, scaffolding, language functions and structures in context, and cultural sentivity. The effectiveness of our program is strongly dependent on professional development. Teachers can meet for workshops, planning sessions and collaborative projects. Addionally the middle school math, SS, Science, ELA and ESL teachers meet once a week during a scheduled team meeting as the ELL Inquiry Team. We will be training all these teacher in the SIOP model through several book studies (Making Content Comprehensible for English Language learners The SIOP modelS, The ESL toolkit, 99 ideas to make Content Comprehensible). We will also utilize the SIOP videos available online through cal.org. Some of our topics will include: Charlotte Danielson Framework: Sept. 2012 Planning and Preparation The Classroom Environment Instruction Professional Responsibilites Common Core Shifts and the Socratic Seminar : Oct. 2012 Text Annotations Bloom Taxonomy Writing From Sources Shift Text Based Answers Shift Common Core Shifts ELA and Math : Oct/Nov 2012 Text Complexity Academic Vocabulary Common Core Considerations for ELLS General Strategies Focus: Using Hundreds Chart: Oct/Nov 2012 Deep Understanding Coherence: Creating Connections through Fundamental Skills The Principles of the SIOP model: Nov/Dec 2012 Creating Language Objectives Supplementary Materials Creating Adapted Texts

Part C: Professional Development

Language Acquisition Levels and Behaviors: Dec/Jan 2012-13
ELL Proficiency Level Descriptors
Teaching Academic Vocabulary
Using data to drive instruction (Basline Assessments,NYSESLAT)

Background Information Links: Jan/Feb. 2013
Teaching Academic Vocabulary Explicitly
Comprehensible Input Analysis
Total Physical Response and Teaching techniques

Strategies and Application: Feb/March 2013
Learning Strategies
Utilizing all modalities in lesson delivery
Scaffolding Reading Skills and Test Preparation
Questioning

Data Analysis: March/April 2013
Utilizing Item Analysis
Grouping with class skills focus.
Creating and Target individual student skill goals.

Reflecting On Practice: May/June 2013
Viewing Student work across grade span using the Common Core .
Learning Walks focusing on Lesson Delivery (content , language objectives supported, student engagement , pacing)

Award Reading will also be providing monthly professional development to the ESL teachers and ELL Inquiry Teams

The teachers who will receive training will be the ESL teachers, and the translator/content teacher and the middle school teachers collaborting with the reduced class program teachers. The teachers will meet for 45-90 minutes a week during their professional development period and department meetings or after school.
The teachers who will give professional development are the ELL Coordinator, Narelys Pagan and our principal .

Part D: Parental Engagement Activities

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: Parental Involvement Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we utilize the translator and the bilingual ESL teachers to communicate in Spanish, French, and Haitian Creole. This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza,Sauti Yetu, to attend, one hour long, monthly, parent workshops or provide resources for the support of Newcomer ELL parents and SIFE students. The following is the schedule of topics for our Parent workshops. September 2012 - ESL program OvervieW October 2012- ESL program Overview Resources for Parents November 2012- Student Language Clubs/Parent Language Clubs/ Resources for Parents December 2012- Unidos Parent ESL Classes/ Parent Language Clubs/Translation Resources January 2013 - ESL program overview/Unidos Parent ESL classes celebration February 2013- Collaborating to Prepare for State Exams March 2013- Parent Language Clubs/Collaborating with CBO's/Resources from CBO's April 2013- Collaborating with CBO's/Parent Language Clubs/ Socio-Emotional Support Resources for Immigrants May 2013- Multiculturalism and Diversity/Parent Resources June 2013- Multi-cultural Day/ Summer Programs and Resources Additionally, parents are invited to attend our monthly language clubs held by the ELL Coordinator, Guidance Counselor, ESL teachers and Parent Coordinator, once a month. In the language clubs students and parents participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication. The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information.

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		

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.
(schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		