



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** INTERMEDIATE SCHOOL 229

DBN: 09X229

PRINCIPAL: DR. EZRA MATTHIAS

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SUPERINTENDENT: DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

- a) 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\*.
- b) 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.
- c) Add rows as needed to ensure that all SLT members are listed.
- d) 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
Dr. Ezra Matthias	*Principal or Designee	
Nancy Johnson	*UFT Chapter Leader or Designee	
Ms. Kirby	*Designated Co-President	
Ms. Escalante	DC 37 Representative, if applicable	
Doris Tejada	Member/ Teacher	
William Taylor	Member/ Teacher	
Gerhard Frommel	Member/ Teacher	
Jessica Sabatini	Member/ Teacher	
Verdall Mack	Member/ Parent	
Nikeshia Tharrington	Member/ Parent	
Krystal Smith	PTA President	
Joy Johnson	PTA Vice President	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

### **Annual Goal #1**

By the end of January 2013, each content area team will have developed at least four CCLS aligned curriculum units in CLI. By June 2013 all content area teams will have developed at least six curriculum units for grades six through eight. By June 2013 each teacher will have at least 10 CCLS aligned daily plans in CLI and each content area will have the draft of a sequenced pacing/mapping in place.

### **Comprehensive needs assessment**

The above goal stems from the following:

As per the "Curriculum" findings and recommendations of the NYS Joint Intervention Review in January 2012, our curriculum maps, lesson plans and student work revealed gaps in content taught within each subject area and at each grade level. Lesson plans showed inconsistent evidence of critical components as well as a lack of alignment to the CCLS standards. There was also insufficient evidence of high levels of rigor in student work samples school wide. As per our last Quality Review in February/March 2012, we received an Under-Developed in the following indicators: 1.1: Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards and 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.

### **Instructional strategies/activities**

- a) In order to meet our goal of developing rigorous curricula and tasks we partnered with consultants from Collaborative Learning Inc (CLI) to develop CCLS aligned curriculum units across subject areas. During 2011-12 school year the consultant trained our staff on the use of the online curriculum development tool. In July and August of 2012 we engaged in intensive professional development around the alignment of curriculum units and daily lesson plans to the CCLS. Staff had the opportunity to modify/differentiate lesson plans with each unit to meet the needs of specific groups of students.
- b) This work continues through ongoing professional development focused on implementation of the CCLS.
  1. Our Lead Teachers facilitate Lunch and Learn sessions, meet with content area teams for weekly PLC sessions and facilitate student assemblies focused on the shifts reflected in the CCLS.
  2. Our administrative team, the instructional leads and our network liaisons engage in learning walks focused on the DoE priority competencies. The learning walks occur twice a month.
  3. CLI consultants facilitate professional development sessions periodically as teachers continue to use the online planning tool onsite or at home.

- c) We have subscribed to Measure Up's online assessment site in order to create custom assessments (as well as Acuity ITA's) aligned to our CCLS units in ELA and math. Teacher in these two content areas use the data from unit assessments to guide and revise subsequent curriculum units and their lesson plans.

The above Instructional Strategies /Activities will be in place from September 2012 – June 2013.

### **Strategies to increase parental involvement**

To increase parent involvement we have planned parent workshops to explain 1) the Common Core Standards and 2) the shifts in ELA and math. We have also invited parents to participate in an 8<sup>th</sup> grade service-learning project, the 100 Days to Freedom project, sponsored by the Frederick Douglas Family Foundation. During PTA meetings and workshops, we will provide curriculum updates for each content area and support their understanding of the new CCLS-aligned ELA and Math exams.

### **Budget and resources alignment**

Funding Sources:

- Title I SINI Summer PD
- Title I SWP
- TL Fair Student Funding
- TL RS IEP Teacher
- ARRA RTTT Citywide Instructional Expectation
- Contract for Excellence FY 09

### **Service and program coordination**

Implementation design mimics the city-wide model for professional learning. Identified Instructional Lead professional preparation through CFN 211 network support, CLI, Citywide PDs, and Aussie PD is turn keyed at the school. Services include looking at student work; conducting peer conversation; and offered support aligned to the need of teachers and students, specific planning protocols and templates for lesson planning and guidance on instructional practices for specific contents. The services are provided daily and during professional Learning Communities.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June 2013, we project that through support for differentiated instruction and flexible grouping based on data, all students, including ELLs and SWD, performing at Level 3 or 4 in math and ELA will increase by 5% respectively and 8<sup>th</sup> grade students performing at Level 3 or better in science will increase by 3%.

### **Comprehensive needs assessment**

We took into consideration the “Teaching and Learning” findings and recommendations of the NYS Joint Intervention Review in January 2012: Professional development and support is needed to use data to drive instruction and provide opportunities for teachers to use a variety of instructional practices to promote differentiation of instruction. Our 2012 New York State ELA and math data indicate that we did not meet the AYP for our English Language Learners and special education students. As per our Quality Review in February/March 2012 one recommendation indicated: the school is unable to effectively analyze data patterns to inform instructional decisions in the classroom or grade level. Therefore, they are unable to effectively identify the gaps in order to improve student performance. Data compiled at each level—class, grade and school were not used systematically to plan targeted instruction before, during and after school. Staff’s use of data to plan lesson was done sporadically resulting in a more general approach to instruction instead of a targeted approach with multiple entry points to access the content.

### **Instructional strategies/activities**

The use of data and evidence as a basis for differentiation was not evident in the manner the school organized for instruction. Moreover, in classrooms possessing differing levels, students were doing the same tasks. This year we have adopted a more strategic approach and they will strengthen differentiation through specificity in teaching. Teachers will develop lesson plans based on data that are less comprehensive and more laser like.

- a) As a staff and within our inquiry teams, we pulled the data from the New York State ELA, math and NYSESLAT assessments to determine 1) which students made progress in 2012, 2) which students are likely to perform at Level 3 or better on the 2013 ELA and math, 3) which students are likely to become proficient on the 2013 NYSESLAT assessment. We also analyzed data from baseline assessments and the DRA to determine which students need intervention services. Based on this data we’ve done the following:
1. Grouped students for ELA and math Extended Time and assigned staff best suited to teach each group of students, particularly our ELLs and our special education students.
  2. Programmed special education students for additional reading skills periods
  3. Partnered with LeAp for an ELA/arts residency for ELL and special education classes

4. Programmed Level 1s and 2s for Academic Intervention Services (AIS)
  5. Implemented a Math and ELA Saturday Academy targeting, special education students, ELLs and Level 1s and 2s
  6. Implemented a Guys Read program targeting male students at Level 3
  7. Implemented an ELA enrichment program for 7<sup>th</sup> graders at Level 3 and 4s in preparation for the Specialized High School Exams
  8. Implemented a math enrichment class for Level 3s and 4s in preparation for the math regents
  9. Implemented a science academy for 7<sup>th</sup> and 8<sup>th</sup> grade students
- b) To meet the needs of various groups of students we have paired targeted groups with the following personnel:
1. Lead teachers to provide instruction for students with the greatest academic needs during Extended Time
  2. A licensed reading teacher to provide ELA AIS services and reading skills instruction for special education students
  3. A teaching artist, who is also a certified ELA teacher, to collaborate with ELA teacher for the arts-based literacy residency program
  4. Math and ELA teachers and a science teacher to provide instruction for the after school programs as well as the Saturday Academy
  5. An ESL teacher to facilitate the Guys Read program
- c) Teachers use the results from our online assessments, the ITA, and their classroom (quantitative and qualitative) assessments to make recommendations about which students should participate in the afterschool or Saturday program and which students should be grouped/regrouped for Extended Time and AIS.
- d) By February 2013 unit assessments, ITAs, DRA and midterm assessments will be used to regroup students for Extended Time groups, AIS groups and the extra academic programs.

The above Instructional Strategies /Activities will be in place from September 2012 – June 2013.

### **Strategies to increase parental involvement**

To increase parent involvement we have planned parent workshops to explain 1) the Common Core Standards and 2) the shifts in ELA and math. Parents are also invited to school wide celebrations including our annual Expo week as well as the digital portfolio presentation. In addition, parent workshops on the use of ARIS, understanding their child's data and academic support programs within the school.

## **Budget and resources alignment**

### Funding Sources:

- Title I SINI Summer PD
- Title I SWP
- TL Fair Student Funding
- TL RS IEP Teacher
- ARRA RTTT Citywide Instructional Expectation

## **Service and program coordination**

Implementation design mimics the city-wide model for professional learning. Identified Instructional Lead professional preparation through network support is turn keyed at the school. Services include looking at student work; conducting peer conversation; and offered support aligned to the need of teachers and students. The services are provided daily and during professional Learning Communities.

The AIS resources/programs being used are Peoples Common Core, Kaplan, Ready Math, Ready ELA, and Selected Non-Fiction Novels.

**ANNUAL GOAL #3 AND ACTION PLAN.**

**Annual Goal #3**

**By June 2013, we will have created a more positive school climate by addressing and supporting the socio-economic needs of our students and families through school-based initiatives and partnering organizations.**

**Comprehensive needs assessment**

The location of school can be described as a “cul-de-sac” or sorts. Transportation and resources in the immediate area are limited making it a daunting task for our students and their families to seek services that they may need outside the school. As a result, our location can also be a hindrance for students and their families. More than 90% of our students are economically disadvantaged and 10% of them live in temporary housing. Their demeanor once they enter the building is often an indicator that some basic need—food, shelter, clothing—is not being met. In addition, several students have family members who have long-term illness or other situations that negatively affect their academic performance, behavior and attendance. Conflicts arise between staff and students or among students because staff is often unaware of the challenges student face before coming to school. In addition, the classroom management strategies some staff implement are inconsistent, ineffective in correcting negative student behavior or do not include collaboration with the guidance counselor or parents. As per our 2011-12 Learning Environment survey, ‘Communication’ and ‘Safety & Respect’ were the two lowest scoring areas.

Therefore we must take action to address these issues to a) ensure we continue to meet the academic needs of our students, b) provide them with resources they may need to help us meet to address these issues and c) ensure that we highlight our schools initiatives and resources and outside partnerships to attract new students.

**Attendance and Enrollment:**

Strengthen attendance team through training on how to use the ATS iLog data management system; how to utilize existing communication media to share attendance information with staff and parents in a timely manner; develop and implement a mentor program for students consistently absent; revamp attendance incentive package to include parents at attendance awards and hang attendance display banners around the school. Organize tours to special sites for attendance high achievers and parents.

## Instructional strategies/activities

- a) This year we have made it a priority to seek out partnerships that we feel would join us in meeting the needs identified above. Each partner assists us in different ways. For instance, our partnership with the Frederick Douglass Family Foundation has brought to us a student led service learning project on Human Trafficking which incorporates ELA, Math and Social Studies. The project also brings a global perspective to our students on human rights issues and teaches them how to be advocates and modern day abolitionists. They also had opportunities to meet and present their knowledge to members of the mayor's office, members of the Department of Education, The Center for Urban Studies at NYU and many other organizations in the city. This type of collaborative work and partnership excite students about learning while also empowering them.

Another partnership we have will be specifically assisting us in developing a school brand to attract new partners, boost student recruitment and parental interest. PENCIL specifically works to find business partners will skill sets that assist schools to reach their goals.

To assist in meeting social-emotional needs of our students and their families that may require a more therapeutic service, we are presently seeking partnership with the Department of Mental Health and NYC Office of School Health to begin a STARS program in our school. This program would do assessments to be able to identify at risk students and ensure they are receiving the therapeutic services they need.

- b) A key component to meeting these needs is ensuring that we have the most effective personnel overseeing this process. Our school Social Worker coordinates our partnerships. In turn, the Social Worker will collaborate with our partners ensuring that we maximize all resources. In this process the Social Worker will also include teachers' assessments and opinions in their decision-making process, as well as design and implementation stage if necessary.
- c) The implementation phase of meeting our needs assessment has begun in October and will continue through the end of the 2012-2013 academic school year. It is our hope to continue these partnerships and services for the 2013-2014 academic year and expand if necessary.

Additional supports include:

- We have conducted a PD session focused on the implementation of the DoE Discipline Code as well as school wide progressive disciplinary measures
- We've implemented a Zero Tolerance Policy regarding electronics, food, headwear or any other items.
- We have initiated a Child Study Team to address academic and behavior issues prior to referral for special education
- Administrators and guidance personnel meet bi-weekly to discuss student' needs and intervention
- We monitor student attendance weekly with phone calls, home visits, one-to-one conversations with students, attendance buddies. The attendance incentives range from movie trips to Attendance Awareness initiative to improve individual student attendance, class attendance and the overall attendance for the school.

- Key personnel implementing these activities are:
  1. The Guidance Team, the Capacity Building Team and the Administrative Team
  2. The Child Study Team—guidance counselor, psychologist, teachers, paraprofessional
  3. The Attendance Team—teachers, guidance staff, school aides
- In February and March 2013 we will have a series of PD sessions addressing student needs (Common Core Aligned Tasks, Student Writing, Attendance, Behavior, Socio-Economic, etc.).
- We have partnered with the Leadership Program to provide parent workshops focused on empowering parents to help succeed academically.

### **Strategies to increase parental involvement**

We are continuing our partnership with the Leadership Program this year. Through this collaboration, we provide 12 workshops during the school year that include educating parents about ARIS, cyber-bullying, effective communication, healthy eating, how to communicate with teachers, etc. We also provide recreation for our parents through ZUMBA. We also continue in holding parent conferences to consistently educate them on promotion standards, state testing and any other topics that are of concern.

We schedule parent meeting regularly to address academic and behavior issues. During each session the parent, student and school personnel (Principal, AP, teacher, counselor and/or parent coordinator) discusses the issue, root cause, possible consequences and identifies clear Next Steps for student success.

### **Budget and resources alignment**

#### Funding Sources:

- TL Fair Student Funding
- 21<sup>st</sup> Century 73
- TL Parent Coordinator OTPS
- TL Parent Coordinator
- Title III LEP
- TL Children First Network Support
- ARRA RTTT Data Specialist
- TL RS Mandated Counseling Shared
- TL SBST Shared

- TL RS Mandated Speech Shared
- AIDP Every Student Everyday
- Title I SWP
- Title I SWP Translation Services
- Title III LEP

#### **Service and program coordination**

We at I.S. 229 believe that collaboration with external partners added the most value to our students' educational experience. This is evident by the array of events put on by the theater department in collaboration with partners. There is also evidence with special projects we have embarked on with City Agencies, Non-Profit Organizations and Private & International businesses. We are currently involved in the following projects: Education Talent Search with Bronx Community College, Feeding the Homeless with the Soup Kitchen, Soaring Words: Working with Children who have terminal illness, Spelling Bee Contest with the New York Public Library, Thespian Society Productions, CONCEPT with the Bronx District Attorney working on problem solving and substance abuse, and 100 Days to Freedom – End Human Trafficking and Slavery with the Frederick Douglass Family Foundation.

This year the principal identified three staff members to coordinate all external partnerships. The staff members come from the Social Work department, Guidance department and Social Studies department. Presently liaise with partners align school mission and vision with partners' and monitor activities so that there will be implemented as intended and impact school needs as articulated in the CEP. In addition, the principal identified 6 staff members to develop systems for increasing parent involvement, meeting the social emotional needs of all students and directing and motivating all staff to help students meet the DOE citywide instructional expectations. The staff members come from the Social Work, Parent Coordinator, Guidance and content area departments. Presently they are liaising with other staff, parents and external partners to provide support services to impact school needs as articulated in the CEP.

### 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.).
<p>ELA</p> <p>Students in grades 6-8 receive ELA intervention services, which target phonemic awareness, phonics, fluency, vocabulary development and reading comprehension.</p>	<p>a) The AIS Provider targets phonemic awareness, fluency and phonics through the Wilson Program (Modified) for two small groups</p> <p>b) The AIS Provider targets development and reading comprehension using the following strategies.</p> <p><u>Vocabulary Strategies:</u></p> <ol style="list-style-type: none"> <li>1. PAVE Map</li> <li>2. Student VOC Strategy</li> </ol> <p><u>Comprehension Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Use of Text Features</li> <li>2. Underlining/Highlighting Important Information</li> <li>3. Note Taking</li> <li>4. Summarizing</li> </ol>	<p>a) The AIS provider meets with small groups (4 students)</p> <p>b) The Provider meets with small groups (6-8 students).</p>	<p>Intervention services are provided during the school day. The provider meets with each group 2 times a week.</p>
<p>Mathematics</p>	<p>Discrete skill intervention</p> <p>Saturday intervention program</p> <p>Specialized High School Exam Prep</p>	<p>Small group</p> <p>Small group</p> <p>8<sup>th</sup> grade Small Group</p>	<p>ETS</p> <p>Saturday mornings</p> <p>Designated AIS periods Sept - Nov</p>
<p>Science</p>	<p>Science Regents Exam Prep</p>	<p>8<sup>th</sup> grade Small Group</p>	<p>Monday &amp; Wednesday after</p>

			school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counselors will provide guidance and crisis counseling services during the school day, two periods a week or more frequently if needed, in small groups and individual sessions to all students especially SWD, LEP, Black, Hispanic, and Economically Disadvantaged students in grades 6 and 8. The service will be offered in English and Spanish. Students will be assisted in learning how to deal with various personal issues including school, friends, family, current events and off campus.	<p>*Provide observations of student in various settings.</p> <p>*Inform the teacher/ related service provider of strategies to alleviate the poor behaviors such as: teaching the student problem solving skills, identifying goals and objectives, developing strategies, developing a plan of action and carrying out that plan.</p> <p>*Provide parent/family with outside/community resources that can aid in the progression of their child.</p> <p>*Conference with related service provider, review of records.</p> <p>*Inform teacher of in classroom strategies such as preventing the student from becoming over-stimulated by particular activities.</p> <p>* Method for delivery will be determined case by case.</p> <p>*All services to be provided during the school day.</p>	Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student academic progress and achievement.

**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.

Throughout the year including the summer, the principal and members of the staff recruitment team will attend DOE sponsored job fairs conducted centrally and by borough. The school will also advertise through networks of colleges and colleagues and work closely with the central DOE Office of recruitment and professional development, the office of library services, the Network division of human resources, New York Teaching Fellows Program and Teach for America to obtain the services of qualified teachers. We will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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**PARENT INVOLVEMENT POLICY (PIP)**  
**FOR 09X229**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**FOR 09X229**

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 1<sup>st</sup> 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 <b>Christopher Groll</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>229</b>
School Name <b>Dr. Roland N. Patterson</b>			

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

Principal <b>Dr. Ezra Matthias</b>	Assistant Principal <b>Marcia Sobers-Charles</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>H. Fletcher</b>	Guidance Counselor <b>Ingri Dela Cruz</b>
Teacher/Subject Area <b>M. Etisi/Social Studies</b>	Parent
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Christine Turner</b>
Related Service Provider	Other <b>N/A</b>
Network Leader <b>Varlerton McDonald</b>	Other <b>N/A</b>

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

### D. School Demographics

Total number of students in school	<b>222</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>20.27%</b>
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## Part II: ELL Identification Process

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

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

The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an English Language Learner (ELL) Parent Orientation Session within the first three days that the student is registered. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session if the orientation does not occur on the first day. Additionally, we use our phone message system or home visits to remind parents of the upcoming meetings or conferences at least a week in advance. During the orientation parents obtain any additional information relevant to ELLs.

After viewing the video, which explains the three program options, the ESL teacher reviews the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given seven days to submit it. Once we receive the completed forms copies are made, the original is placed in the student's cumulative record file and a copy is placed on file with the supervisor of ELLs.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented if parents still express interest and the following conditions exist: a) there are at least 15 students in a grade speaking the same language or b) there are 15 students across two consecutive grades with the same native language. Once 15 students of the same native language meet the conditions described above the following process will go into effect 1) a letter will be sent to parents, in their native language, informing them that their desired program can be implemented, 2) once 15 parents indicate they are still interested in the program, 3) bilingual staff members are assigned or hired, 4) schedules are prepared for the students and the teachers and 5) a parent orientation will be scheduled before the program begins.

After the initial parent orientation, subsequent meetings are scheduled during our Parent-Teacher Conferences to address parents needs. Since our ELLs are admitted throughout the year, additional meetings will be scheduled as needed. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French and must return the signed copy within seven days. Before giving the student the Entitlement Letter, a copy is placed in the child's cumulative record file and a copy is placed on file with the supervisor of ELLs. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Entitlement Letter is not returned then their child will be automatically identified as a student in need of a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class. After new ELLs are assigned to a class, parents are sent a placement letter in his/her native language indicating that their child will receive ESL services. A copy of the Placement letter is put into the student's cumulative record file and a copy is kept on file with the supervisor of ELLs.

As the ELL students continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the administration of the NYSESLAT, there are periodic reviews of the RLER, which is the ATS report indicating the students eligible to take the NYSESLAT. All ELLs who have not achieved proficiency on the previous year's NYSESLAT continue to receive ESL services. At the beginning of the school year, the parents of these students are sent a Continued Entitlement Letter in their native language. Parents continue to receive this letter each year until their child becomes proficient. A copy of this letter is kept on file with the supervisor of ELLs. The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take the test and those students who are no longer eligible. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT when they service the students. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess students individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

Within the past two years our Parent Survey and Program Selection Forms indicated that approximately 97% of our parents requested Free Standing ESL. Almost all of the parents for our francophone ELL population, the remaining African ELL population and the majority of our Spanish ELL population request Free Standing ESL. As our francophone population grows it is very likely we may implement other programs, either Transitional Bilingual or Dual Language in French if parents opt for it. If the trend shifts for our Spanish ELLs we may implement a Spanish bilingual or dual language program as well. We will survey parents to identify their program preference for the next school year. The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

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## Part III: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	18
SIFE	2	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	2	8	17	0	6	11	0	7	45
<b>Total</b>	<b>17</b>	<b>2</b>	<b>8</b>	<b>17</b>	<b>0</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>7</b>	<b>45</b>

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		0	0	0	0	0	9	19	9					37
Chinese		0	0	0	0	0	0	0	0	0				0
Russian		0	0	0	0	0								0
Bengali		0	0	0	0	0								0
Urdu														0
Arabic														0
Haitian														0
French								2	3					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	0	2					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>21</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

# 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).

## A. Programming and Scheduling Information

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?

Our English Language Learners (ELL) receive Free Standing ESL instruction. The ESL teachers' schedule indicate eight 45-minute periods of push-in or pull-out instruction for the beginners and intermediates and four 45-minute periods of push-in or pull-out instruction for the advanced students. Students are heterogeneously grouped by proficiency levels for instruction. As per the mandated instructional units under CR Part 154, the ESL teachers provide 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes of ESL instruction for advanced ELLs weekly. The advanced students also receive 180 minutes of ELA instruction weekly from a English Language Arts teacher. For our Spanish speaking ELLs, two bilingual teachers provide native language support in social studies, science and/or math. Our francophone ELLs receive native language support in a French class, which is taught by a licensed foreign language teacher.

Our ELLs are instructed in English for all content area with the exception of French. During the 2010-2011 school year we began using Thinking Maps as visual tools to support critical thinking. Teachers and students use the eight Thinking Maps to define a topic in context, create analogies, describe, compare/contrast, sequence, classify, and examine whole- to-part relationships. The ESL teachers use the Maps as visual aides, particularly for our ELLs with special needs, and as scaffolding tools for students written and verbal English. The ESL teachers also paraphrase the content, use repetition, engage students in role play and uses kinesthetic activities to aid students' comprehension of abstract concepts and vocabulary. For pull-out instruction, he/she uses Inside curriculum materials in conjunction with the strategies noted above to aid students' comprehension and vocabulary development in English.

In order to differentiate instruction for our ELLs we analyze the most current student data including the results of the New York State English Language Arts (ELA), the NYSESLAT and the LAB-R. In addition to the state assessments we analyze the results of the Wade, the DRA and our school-wide writing assessment. Based on this data students receive instruction using the Wilson Program, Rewards Reading and Kaplan resources. We will also use the Achieve 3000 program, a web-based reading program, to differentiate our reading instruction. The ESL teacher use the Inside program which has curriculum materials differentiated for Beginners, Intermediate ELLs and Advanced ELLs. The ESL teacher will continue to use these curriculum materials including leveled texts, computer adaptive software and online assessments. As next steps the ESL and ELA teacher will 1) provide more opportunities for ELLs to listen to text read aloud or on tape in English and 2) engage in independent reading in English as well as independent reading in Spanish for native language support. We need additional instructional materials in French for native language support.

The Newcomers receive eight periods of ESL instruction once they are identified as a Beginner or Intermediate level student. Depending on their literacy skills in their native language, Newcomers will use the Achieve 3000 program to improve their reading and writing proficiency. The Spanish speaking Newcomers can access the program in Spanish, as needed. However, a review of the 2010-2011 Achieve 3000 data indicated that the ELLs in special education class did not make as many gains as the ELLs in general education classes. As a result, most of the ELLs in special education classes receive instruction in the Wilson program five times a week during ELA.

Currently we have two SIFE students: one student is a native Spanish speaker and the other student's native language is DeJula. Both

## A. Programming and Scheduling Information

students performed at the Intermediate level for the Listening and Speaking portion of the 2011 NYSESLAT and at the Beginner Level for the Reading and Writing portion of the assessment. The ESL teacher provide eight periods of ESL language instruction for these students. They students receive at least three periods of AIS services a week to improve their reading and writing skills. The AIS teacher provides native language support for the SIFE student who is a native Spanish speaker. In addition, both students participate in the 37 ½ minutes instructional program Monday through Thursday.

We use the WADE or DRA to assess the reading rate and/or comprehension level of the students who have been ELLs for 4-6 years. We also use writing assessment to determine writing skills. The students will take the DRA and/or WADE again in the Spring of 2012 in addition to the ELL Interim Assessment. The data from these assessments are used to organize the students for their Academic Intervention Service (AIS) groups for ELA. These students will continue to use Achieve 3000.

We have 11 Long Term ELLs (LTEs): seven have IEPs, one is a student who is assessed yearly with the New York State Alternate Assessments and three students who transferred to the school this year. The 6th grade LTE has been proficient in Listening and Speaking portion and advanced level in the Reading and Writing of the NYSESLAT for the past three years. In the 7th grade the students are proficient or advanced in Listening and Speaking portion and they are at the advanced or intermediate level in the Reading and Writing portion of the exam. All of our LTEs in the 8th grade are proficient in Listening and Speaking portion, but are only at the intermediate or beginner level in the Reading and Writing portion of the exam. We use the WADE or DRA to assess the reading rate and/or comprehension level of the students who have been ELLs 4-6. We also use a schoolwide writing assessments to determine writing skills and measure their progress. The data from these assessments are used to organize the students for their Academic Intervention Service (AIS) groups for ELA. We continue to use Achieve 3000 for our general education ELLs and some of the ELLs with special needs. The majority of LTEs with special needs will receive instruction via the Wilson program. Since most of our LTEs are not yet proficient in reading and writing, ESL teacher will target reading and writing primarily as they use the Inside curriculum to service the students. As we align content areas instruction with the Common Core Standards, content area teachers will target reading and writing skills within their respective subjects.

ELLs with special needs have several opportunities to interact with their monolingual peers in general education classes. We have ELLs with special in a Collaborative Team Teaching (CTT) in the 7th and the 8th grades. Students are programmed for an advisory group twice a week, which includes general education students, and native English speakers. Students are programmed for physical education classes with monolingual students in general education classes. In addition, all students on a grade level are assigned to the same cafeteria for lunch.

To ensure that our ELLs with special needs receive their mandated services. Related Service providers, the IEP teacher and the special education teacher review the student's IEPs to determine which services are needed. The providers coordinate their schedules so that the students receive the mandated periods for counseling, speech etc. The ESL teacher and related service providers coordinate their schedules to ensure that the students receive the mandated periods for each service including the mandated minutes for ESL instruction. Students are grouped by grade level for their related services. There is a counselor assigned to each grade and meets with students accordingly. In instances where students are overage. They counselor will cluster these students together for group counseling. The speech provider will service the students by grade. The ESL teachers provide instruction by grade and proficiency level.

Most often we are unaware of who our new ELL students are before the school year begins, many of them enroll at the beginning of the school year and enrollment continues thereafter. In an effort to acclimate our ELL students to life in middle school in the United States, the Newcomers are paired with a buddy who speaks their native language and/or is of similar cultural background. A members of our guidance staff will share information with the student regarding the student program, extracurricular programs, school routines, disciplinary procedures and advisory. A student whose native language is Spanish are paired with a guidance staff member who speaks Spanish. When necessary the student is also paired with a staff member who is of a similar culture and who speaks their language if it is a language other than Spanish. The students also participate in field trips to assist them in understanding the culture of their immediate community as well as New York City.

During the 2011-2012 school year French is the language elective offered to ELLs.

### 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	n/a		n/a	
Social Studies:	n/a		n/a	
Math:	n/a		n/a	
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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?

As we continue with our Free Standing ESL program we will continue to use Inside, Achieve 3000 and Wilson programs. ELLs who are native Spanish speakers will have access to the English and Spanish version of math, science and social studies curriculum materials. While the students receive content area instruction in English, our Spanish speaking ELLs also receive native language support in math, science and social studies. A bilingual math teacher is paired with the monolingual math teacher in the upper grades and another bilingual teacher is paired with the social studies and science teachers in the 6th grade. The francophone ELLs have French as an elective for native language support.

After our ELLs reach proficiency on the NYSESLAT they still receive AIS support for ELA. We use Kaplan resources including Kaplan Foundations, which targets vocabulary, reading comprehension and writing conventions. These students will still have an opportunity to use the Achieve 3000 program. In addition, we intend to use Kaplan's Smart Track, a web-based reading and math program. We piloted the program during our ELL summer program and receive positive feedback from the ESL teacher regarding the students' progress using the program. For additional reading and math instruction, we strongly encourage the ELLs to participate in the Supplementary Educational Services (SES) for individual or group tutoring. They also have the opportunity to participate in Excel, an afterschool program which focuses on math, science and technology. We anticipate having a Saturday Academy for ELLs to move them towards proficiency on the NYSESLAT.

Apart from the curriculum resources, many of the ELLs participate in our recreational program which includes the following clubs: Art, Drama, Costume Design, Set Design, Dance, Creative Stiches and French Heritage . Our partner organization, the Leadership Program, offers flag football, basketball and soccer, which most of our ELLs participate in. The recreational program is funded by the 21Century Grant.

As of last year we hosted the Police Athletic League's (PAL) program, which some of our ELLs also participate in. We are still challenged in planning activities to for our Newcomers before they enroll due to the fact that our Newcomers typically enroll any time after the school year has started. However, our Newcomers are encouraged by staff and their peers to participate in the extracurricular activities. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture.

## 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)?

NA

## 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.

Our professional learning sessions for our ESL teachers, special education teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training, i) QTEL training and j) Thinking Maps training. Our most recent school wide initiative is an online curriculum planning tool sponsored by Collaborative Learning Inc. The staff continues to receive professional development around the use of CLI's tools for curriculum planning and deconstruction of the Common Core Standards. Our guidance staff and Parent coordinator attend professional learning sessions offered by our network organization as well as the DOE's seminars, workshops and training sessions.

### Professional Development Calendar

August 9, 2011	Online Curriculum Mapping	Developing Curriculum Unit	Select Staff
August 30 & 31, 2011	Common Core	Common Core Roll Out	New Staff
SEPTEMBER			
September 7, 2011	Curriculum Mapping	Curriculum Mapping	All Staff
September 15, 2011	Thinking Maps	Thinking Maps Training	New Staff & Select Staff
September 15, 2011	Special Education Reform-Phase I	Encounter Attendance Training	Related Service Staff
September 20, 2011	Special Education Reform-Phase I	SEGIS/Assessing IEPs	6th Grade Staff
September 21, 2011	Special Education Reform-Phase I	SEGIS/Assessing IEPs	7th & 8th Grade Staff
September 21, 2011	Special Education Reform-Phase I	Chapter 408	Paraprofessionals
September 22, 2011	Common Core	Transitioning to the Common Core	Select Staff
September 22, 2011	Mentoring	Mentoring Training	Select Staff
September 27, 2011	Metamorphosis	Math Instruction	Math Staff
OCTOBER			
October 2011	Instruction Expectations	Supervisory Feedback/ Rigorous Planning	Assistant Principal
October 2011	Thinking Maps	Translating Graphic Organizers	All Staff
October 2011	Thinking Maps	Note Taking Strategies	All Staff
October 2011	LAP	Nuts and Bolts of the LAP	AP/ESL Teacher
October 2011	Title IID	Instructional Technology	Math Teacher of ELLs
NOVEMBER			
November 2011	Thinking Maps	Reading Comprehension Strategies	All Staff
November 2011	Thinking Maps	Applying Thinking Maps to Content	All Staff
November 2011	Curriculum Development	Cognitive Demand/Project Based Learning	All Staff
DECEMBER			
December 15 & 16 2011	ELLs with Special Needs	Assessment, Placement and Parent Involvement	7 <sup>th</sup> /8 <sup>th</sup> Grade ESL Teacher
JANUARY			
January 6, 2012	ELLs & Special Needs	Improving Outcomes for All English Language Learners & Students with Disabilities	ESL Teachers
January 13, 2012	ELLs & Special Needs	Strategies to Improve Instruction	Content Area Teachers
January 19, 2012	Improving Student Achievement	Vocabulary Development for ELLs	Content Area Teachers
FEBRUARY			
February 7, 2012	ELLs & Special Needs	Improving Outcomes for All English Language Learners & Students with Disabilities	Content Area Teachers

We will survey the staff to determine who has/has not received Jose P. training. Those staff members who have not been trained will have the opportunity to participate in Jose P. training, at different intervals throughout the year. The staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Office of English Language Learners as well as colleges and universities. A copy of teacher's training documentation i.e. certificate of attendance, certificate of completion will be kept on file with other professional development documents.

## 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?

# 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)							5	7	6					18
Intermediate(I)								5	8					13
Advanced (A)							5	9	0					14
Total	0	0	0	0	0	0	10	21	14	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3			9
7	12	5			17

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
8	9		1			10
NYSAA Bilingual Spe Ed						0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		5						10
7	9		5	3	1				18
8	4		6	1	3				14
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tools we use are the DRA, WADE, a writing baseline, the ELL predictive. The DRA results indicate that most of our ELLs, except New Comers, are reading two grade level below on average; however we have one 8th grade ELL student who is reading at a 9th grade level. Most of our ELLs with special needs tested below 50% in each of the three categories--sounds, reading and spelling--assessed on the WADE. Based on this data the ESL teacher knows what to target when providing instruction for ELL students and ELA teachers know what to target when providing guided group instruction. We also use the data for to group students for AIS to support their reading and writing skills and to prepare them for the ELA and NYSESLAT exam.

Our 2011 NYSESLAT data indicated that most of our students develop their listening and speaking skill in English at a faster rate than they develop their reading and writing skills in English. Based on the NYSESLAT and LAB-R results 50% of our 6th grade ELLs, 30% of our 7th grade ELLs and 33% of our 8th grade ELLs are at the beginner level respectively. None of our 6th grade ELLs are at the intermediate level, but 25% of our 7th grade ELLs and 60% of our 8th grade ELLs are at the intermediate level. At the 8th grade none of our ELLs are at the advanced level, but 50% of our 6th grade ELLs and 45% of our 7th grade ELLs are advanced. Two of our ELLs in the 6th grade, four in the 7th grade and three in the 8th grade became proficient in the Spring 2011. The ELLs continue to perform at least one proficiency level higher on Listening and Speaking portion of the NYSESLAT than on the Reading and Writing portion. The ELL Predictive administered in Spring 2011 accurately predicted the proficiency level for 50% of the 6th graders, 50% of the 7th graders and 100% of the 8th graders. The 2011 ELA results revealed greater consistency with students performance on the 2011 NYSESLAT. More

than 90% of the ELLs at the beginner or intermediate level are Level 1s and more than 90% of the ELLs at the advanced level are Level 2s. Currently none of the ELLs are Level 3s or 4s in ELA and only 4% are Level 3s in math.

Based on the data, we've learned that the ELLs continue to progress in listening and speaking at a faster rate than in reading and writing. We need to provide more opportunities for the ELLs to strengthen their reading and writing skills in English. We will strengthen their skills by providing more opportunities for ELLs to 1) read non-fiction text, 2) produce more informational writing pieces aligned with the Common Cores Standards, 3) use Achieve 3000 to improve content area reading and vocabulary development, 4) use Thinking Maps as tools for note taking, to organize their thinking before they write and/or give oral presentations and 5) improve their literacy skills in their native language. Currently, our Spanish speaking staff members provides native language support for the Spanish speaking ELLs. We also have curriculum resources including classroom libraries in Spanish. Our staff member who is a native French speaker provides native language support for our francophone ELLs. We continue to research instructional materials to support our francophone ELLs.

Through out the year we will continue to use quantitative and qualitative data to determine the success of our ESL program. The quantitative data will include: 1) the percent of ELLs meeting or exceeding the standards on the New York state ELA, Math, and Science Exam 2) the percent of ELLs making at least one year of progress on the New York State ELA and Math exams, 3) the progress students make as per the data from DRA, WADE, Achieve 3000 and the writing assessments, 4) the percent of student who earn a Proficient on the NYSESLAT, 5) report card grades, 6) teacher assessments and 5) the percentage of Long Term ELLs. Our qualitative data will include 1) students' ELA portfolio which includes a variety of writing samples, 2) teacher's evaluation of ELLs progress, 3) feedback from ESL staff on the effectiveness of the ESL program and 4) feedback from ESL students and parents on the effectiveness of the ESL program.

### 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.

## Part VI: LAP Assurances

<b>School Name:</b> <u>Dr. Roland N. Patterson</u>		<b>School DBN:</b> <u>09x229</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ezra Matthias	Principal		11/23/11
Marcia Sobers-Charles	Assistant Principal		11/23/11
Christine Turner	Parent Coordinator		11/23/11
Lucy Osakwe	ESL Teacher		11/23/11
	Parent		
M. Etisi	Teacher/Subject Area		11/23/11

**School Name: Dr. Roland N. Patterson**

**School DBN: 09x229**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Ingri DelaCruz	Guidance Counselor		11/23/11
Varleton McDonald	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 09x229      **School Name:** Dr. Roland N. Patterson

**Cluster:** 407      **Network:** Maverick Educational Partnership

**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**

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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.

To determine our need for written translation and oral interpretation we generate the ATS report indicating the students' native language, review the Home Language Survey which indicates the language used for written communication as well as oral communication and gauge the number of requests by parents to have someone communicate in their native languages. After reviewing the data we 1) identify staff who speak and/or write the parent's native language and 2) identify the languages for which we will need translation and interpretation services.

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

Based on our current data 82% of our written and oral translation is for parents whose native language is Spanish, 11% is for parents' whose native language is French and 7% is for parents whose native language is DeJula, Mandingo or Twi. The findings were reported to the staff in our school's Daily Brief, a daily newsletter informing staff about relevant information.

## Part B: Strategies and Activities

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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.

Staff will be given three to five days to translate written documents from English to Spanish and French before distributing them to parents. In the event there is insufficient time for a staff member to provide written translation, the document will automatically be translated using an online translate site. We will seek assistance from members of the community representing language groups other than French and Spanish for translation and interpretation services. The translator will be given seven days to translate the document. If a member of the community is unavailable to translate the document within the seven days, then we will submit the document to the Language Translation and Interpretation Unit.

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 staff members who speak a parent's native language will be asked to translate for parents during meetings and conferences (over the phone or in-person). For the parents who speak Twi, Dejala and Mandingo we will ask a member of the parent's community to serve as an interpreter. If that individual is unavailable we will contact the Language, Translation and Interpretation Unit for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All of our ELL parents will receive a copy of the Bill of Parent Rights and Responsibilities in English, Spanish or French. This document includes information on a parent's right to have written translation and interpretation services free of charge. We will post the Bill of Parent Rights and Responsibilities in English, Spanish or French at the main entrance so parents are reminded of the translation and interpretation services available to them. We will also ensure that our Safety Plan includes provisions for parents to have access to translation and interpretation services in order to communicate with school personnel.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Dr. Roland N. Patterson</u>	DBN: <u>09x229</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## 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: The English Language Learners (ELL) population at our school has consistently performed better on the Listening and Speaking section of the New York State English as a Second Language Achievement Test (NYSESLAT) exam than on the Reading and Writing section of the exam. The 2012 NYSESLAT data indicates 64% of our ELLs were Proficient on the Speaking and Listening section, 21% were Proficient on the Reading and Writing section and 21% were Proficient overall. What we've also noticed is that over the past two years nearly all of our students who progressed to the Advanced or Proficient levels were also Level 2s on the 2010 and 2011 state English Language Arts (ELA) exams. Similarly, the Advanced students in our current 6th grade ELL cohort are all Level 2 and one student is a Level 3. There is no direct correlation for our between NYSESLAT and math data. However, 42% of our ELLs performed at Level 2 or better on the 2012 state math exam.

The direct correlation between the NYSESLAT and ELA data indicates we need to target students' reading comprehension skills and writing skills to move our Level 1s to Level 2 and to move our Level 2s to Level 3 and above. Moreover, the demands of the Common Core Learning Standards and the shifts in ELA and math dictate that we focus our attention on close reading, domain specific vocabulary, textual evidence and real world math.

To address our students' needs we intend to implement an ELL Saturday Academy from November to March for a total of 18 sessions. One certified ESL teacher and one math teacher will provide four hours of instruction in English for 28 ELLs in grades 6-8, who are primarily intermediate and advanced students. The teachers will teach two groups--A and B. While group A receives math instruction, group B receives reading/writing instruction. Our goal is to improve our students' performance on the ELA and the NYSESLAT by one level.

We will purchase 28 licenses for Kaplan's Smart Tracker online program. The students will use the Smart Tracker program to improve their reading comprehension skills and math skills. We will allocate towards the cost of hiring a Kaplan consultant to train the two teachers in the use of the program. In addition, the ESL teachers will use NYSESLAT practice materials. We will also allocate for additional Spanish/English dictionaries and French/English dictionaries.

## 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

### Part C: Professional Development

Begin description here: As we align our instruction to the Common Core Standard for math, literacy and literacy in the content areas our professional development will focus on a) designing rigorous performance tasks, b) imbedding literacy in the content areas and) strengthening students' vocabulary. We intend to engage in the following professional development activities:

- 1) ESL Study Group: Four content area teachers and the lead ESL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas by Judie Haynes which will be purchased with \$90 of Title III funds.
- 2) Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheffelin. Twelve copies of the text will be purchased with \$244.25 of the Title III funds.

### 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: Parent engagement has always been a challenge for us as a middle school, particularly when we focus on the engagement of our ELL parents. One way we intend to increase the level of engagement is by empowering ELL parents to take a more active role in their child's education. The administration, staff, the Parent Coordinator, the Parent Association and our community partners will work collaboratively to provide workshops for ELL parents including:

- 1) Homework Help: Tips for ELL Parents
- 2) Common Core Shifts: What ELL Parents Need to Know
- 3) Family Literacy: Improving Stamina and Building Vocabulary
- 4) Real World Math: What Do I Already Know

These workshops will take place on Saturdays or after school for 2-3 hours. Staff members who speak the parent's native language will be available to translate the information presented and to address parents' concerns during each workshop. We have budgeted \$75.75 to cover the cost of workshop materials and refreshments for parents.

### Part E: Budget

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

Allocation Amount: \$11200

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: \$11200

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) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		