



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** CIS 313 SCHOOL OF LEADERSHIP DEVELOPMENT

DBN: 09X313

PRINCIPAL: LAUREN WILKINS

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Francisco DelaRosa	*Principal or Designee	
Suri Pavlos - Santos	*UFT Chapter Leader or Designee	
Leonardo Sierra	*PA/PTA President or Designated Co-President	
Patricia McCarter	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Janice Mendez	Member/	
Yolande Morris	Member/	
Donna Morton	Member/parent	
Reynaldo Sostre	Member/parent	
Rita Brooks	Member/parent	
	Member/	
	Member/	

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

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

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

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

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

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

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

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

**Major Recommendation**

The SQR Focused Advanced which was planned for MS 313 did not take place last year

- Align rubrics to curricula and key standards and incorporate ongoing checks of understanding so that instructional decisions are adjusted for increased student outcomes. (2.2) 2011 – 2012 Quality Review
- \*Teachers have begun to look at student work and classroom assessments. However, this emerging practice is centered on scoring of student work around the previously identified skills in summative and periodic assessments and does not align with the standards indicated on each unit of study. The skill-based focus of classroom assignments contributes to teacher confusion around next steps as skills outcomes fluctuate from unit to unit. Furthermore, teachers are given a generic rubric to assess all student writing, regardless of the assignment or the genre. This results in an inability to accurately diagnose student strengths and weaknesses as well as to evaluate the effectiveness of instruction.(a)
- o Across classrooms, there are no ongoing checks for understanding during classroom instruction. Few teachers conference with students to assess progress; most merely asked closed-ended questions requiring short, limited answers. As a result, knowledge of student understanding is not successfully utilized to adjust instruction as a school-wide practice, limiting the potential for additional, specific student support. Student self-assessment currently involves students checking to ensure correct responses to primarily multiple-choice questions. As a result, students are unsure of what they will learn, how they will learn it, or what qualifies as good work.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 2.2 School leader’s vision             | <input type="checkbox"/> 2.4 School leader’s use of resources                                |
| <input type="checkbox"/> 2.3 Systems and structures for school development | <input checked="" type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

**Annual Goal #1**

- By May 2013, curriculum calendars and units will have been developed in the major subject areas.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Develop along with the teachers, curricula in ELA, Math, Science and Social Studies that are reflective of the Common Core Standards
  - Teachers will be required to study a pre-determined strand (determined by the Administrative Team) and turnkey the information to their colleagues during Common Planning, Staff Development and “Lunch and Learns”
  - Teachers in both ELA and Social Studies will begin reviewing the current ELA curriculum while developing a curriculum that will meet the Common Core Standards in both areas
  - At the end of each unit the effectiveness of the program will be evaluated and adjusted to meet the needs of all students – particular attention will be given to the lowest third and the SWD’s and ELL’s.
  - Teachers in Math and Science will begin reviewing the current Math curriculum while developing a curriculum that will meet the Common Core Standards in both areas
  - Provide students with Performance Based periods once a week to produce tasks that are performance based – ie. – power point presentations,

debates, games related to the given tasks

- As we continued to examine the Danielson Framework we will begin the school-year with professional development that is inclusive of a video provide by the DOE describing and observing a lesson and having the teachers use the same criteria that the administrative staff will be using to evaluate both formally and informally. The teachers were trained and reviewed the framework and the criteria that would establish whether the lesson was *ineffective, effective, developing or highly effective* – and more importantly why and how can the lesson move from one category to the next. We will examine such terms and work in groups to provide feedback. We have already established that our students with disabilities, ELL's, low-income and African – American and Latino male are struggling the most. The need to provide ESL strategies for all students is a major push along with differentiation and scaffolding are crucial. 40% of our population is either ELL's or former ELL's while 26% of our population is students with disabilities. Many of our students fall into both categories as well as being “over-age”. More than half of our student population is “overage” which presents unique challenges for our students and staff.
- Bi-lingual students will be supported through the use of Rosetta Stone, this research based program will be used to help support the students as they approach the CCLS in preparation for State Assessments
- Teachers along with the administrative staff will develop rubrics that are aligned to the expectations of the CCLS. The rubrics will be used by both teachers and students to assess the quality of the performance based tasks
- ELL students and SWD in the lowest third will be identified using ARIS and targeted for immediate intervention and support
- Student attendance will be monitored by the school attendance team consisting of the following members –attendance coordinator, attendance teacher, classroom teacher, school aides, guidance counselors, and Administrative team
- Student attendance and progress will be monitored and followed by the Inquiry team
- Daily attendance of students in the lowest third will be monitored daily by the Principal
- Students in the lowest third will be mandated to attend early morning extended day from 8:01 – 8:38 Monday – Thursdays
- Funding through Title III LEP will be used to support students in the lowest third for after-school and Saturday Programs in order to support their literacy and math skills
- Rosetta stone will be used to support ELL's and ELL's with disabilities
- Professional development will be given to all teachers in an effort to support all ELL's and LEP students
- Students in the lowest third will be identified and supported through the Circular 6 teacher program for Reading Skills intervention at least twice a week for 45 minutes in a group of 5:1
- Periodic assessments will be used to monitor and differentiate materials used to address the needs of the students
- Teacher made assessments will inform the teachers as they develop appropriate lesson plans that address the needs of the students
- Teachers will be trained in the appropriate ESL techniques in order to ensure quality instruction for all students (preferably Jose P.)
- Teachers will be required to use all sources of available data in order to provide instruction that is meaningful and appropriate this includes but is not limited to – ARIS, ATS, Periodic Assessments, Daily Assessments, Attendance etc.
- Weekly assessments will be used and the data will be reviewed with teachers during Common Planning and lessons will be scaffolded to address the needs of students that may need indicators re-taught in order to accomplish the given tasks
- Empire State NYSELAT ESL/ELL Grade 7, which will be used to help ELLs improve in English speaking and writing during supplemental instruction during extended day and week activities. Holt McDougal On Core Mathematics Middle School, grades 6, 7, 8 The math textbooks will be used to guide youngsters in making progress in mathematics during extended day and week activities and supplement those books used during regular instruction.
- Supplemental textbooks and instructional materials that align with the CCLS and units of study will be purchased so that youngsters in supplemental instructional activities can interact with materials which do not replicate those used during regular instruction. Supplies for publishing student work (technology and stationary) and student use materials for extended day and week activities.
- **Key personnel and other resources used to implement these strategies/activities,**

- The principal, assistant principals, the coach and network team will be responsible for providing the staff with professional development that will incorporate alignment to the performance based tasks
  - Teachers will review and then plan and develop curricula in the four major subject areas during the Common Planning meetings and in designated PD sessions with the Administrative team, Math Coach and Network designees
  - Teachers will be programmed for Common Planning and grade level meetings in order to develop the curriculums
  - A retreat will be held for teachers to align the CCLS with the Danielson framework for teacher effectiveness
  - The network team will continue to provide support for the ELA, Math, Science and Social Studies teachers in the implementation of CCLS
  - Teachers will be trained in Rosetta Stone by the professional development team from Rosetta Stone on how to implement the program and align the resources to the CCLS
  - *Teachers will attend Professional Development sessions provided by the City on the implementation and alignment of the CCLS and then turnkey this information to the remaining staff*
  - *Bi-lingual teachers will attend a 6-hour training on Rosetta Stone and then use Rosetta Stone with their students during extended time, afterschool and on Saturdays*
  - *Title III funding will be used to fund a Saturday enrichment program for bi-lingual students – funds will be used to compensate teachers and secure 100 site licenses for Rosetta Stone*
  - *Title III funding will be used to secure ESL support teachers for all ESL and bi-lingual students – students needs will be addressed in both push in and pull-out programs – teachers will work collaboratively with subject area teachers to support students*
- a) By the end of the school year all grades will have completed the development of the curriculum in all major subject areas. During the 2011 – 2012 school - year our staff began curriculum development in all grades across all subject areas. This work was begun with the guidance and cooperation of our Network team, Assistant Principals, Principals, Coaches and teachers. By the end of the 2013 school year the curricula will be completed with feedback given throughout the year as we make adjustments to the alignment of the curricula with the CCLS. As we assess the curricula we will be making recommendations and looking into more resources to help our students reach the expected standards. Teachers will work collaboratively together in order to address the CCLS through inter-disciplinary units
- b) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- The Principal and the Assistant Principals will meet on a monthly basis to evaluate the effectiveness of the programs being implemented
  - The Network team will walkthrough and conduct a mock quality review to assess what has been done and how we can adjust the curricula to meet the needs of all students
  - The data specialist and coach will evaluate the math curricula and continue to make the adjustment to align the math curricula to meet the CCLS in math and align both the indicators and the strands
  - Teachers will be given a Common planning period in their schedules to develop rubrics and assist in the alignment of the curriculum
  - Teachers will help develop assessments that will determine whether the curriculum and rubrics are addressing the needs of the students by using the results to adjust both assessments and rubrics.
- c) timeline for implementation.
- The development of the units of study began during the 2011 -2012 in all content areas. The ELA and Math teachers were further along in their development and will be working in collaboration with the Social Studies and Science teachers to develop performance based tasks in all content area with an emphasis on writing assignments and extended projects.
  - Students will be working on performance based projects during a designated PB period that is built into their schedules – projects will be based on a three week cycle in conjunction with ELA and Social Studies and Science
  - August 2012 through June 2013 ongoing

**Budget and resource alignment**

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

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

x Tax Levy       Title IA       Title IIA      x Title III       Set Aside      x Grants       X Other-describe here: Priority Focus\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- A Title III plan for instruction and supplies was developed and approved for CIS 313 to implement a Saturday Program for all bi-lingual and ESL students. The Title II funds will be used to pay compensation for one Supervisor and 6 teachers, the remainder of the funds will be used to secure extra supplies for the implementation of the program - Title III LEP funding for teachers
- 100 licenses for Rosetta Stone will be purchased for 100 students to be used during extended time, Saturday Academy and ESL pull out, the funding source to be used will be Title I SWP
- Teachers and staff (Assistant Principal, Principal and Coaches) will conduct after-school and Saturday professional development to continue the alignment of the CCLS and Rubrics in all subject areas – TL MSQI expansion - and Title I SWP will be used to compensate teachers
- Teachers will have built in Common Planning periods to examine student work and correlate the CCLS and the Rubrics -
- Performance based periods will be built into all students programs for the intention of developing performance based projects that are based on the CCLS in ELA, Math, Social Studies and Science
- Books to support this goal will be purchased using priority focus allocation. Empire State NYSELAT ESL/ELL Grade 7, which will be used to help ELLs improve in English speaking and writing. Holt McDougal On Core Mathematics Middle School, grades 6, 7, 8 The math textbooks will be used to guide youngsters in making progress in mathematics.
- The priority/focus supply allocation will purchase materials to support students during supplemental instruction.
- Per session: 4 teachers x 2 hours x 2 weekly sessions x 10 weeks / 1 supervisor x 5 hours x 10 weeks
- Supplies to support mathematics instruction and learning.
- An additional IEP/Special education teacher will be hired to help determine the needs of students disabilities and their – funding will be allocated at the average teacher salary from Title I SWP
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**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

The SQR Focused Advanced which was planned for MS 313 did not take place last year

Recommendation from 2011 – 2012 Quality Review:

- Establish focused and clear school goals as well as action plans that are created, supported and understood by the school community. (3.1)  
“Although broad school goal setting and general action planning take place at the school level, the school goals rely solely on summative assessment findings and have yet to be expanded to include a wide range of data including feedback from existing instructional and organizational practices. There is school-wide recognition of student writing as an area of need, however action plans do not involve use of student work to determine whether the existing programs or plan of action are supporting this goal. Furthermore, the goal setting and action planning process take place at the administrative level and does not involve or include teachers, parents or students. As a result, the school community can only articulate their goals as earning “more 3’s and 4’s” on summative assessments and “increased writing” or improved practices that can be “seen in the classrooms”. There is no wider range of supports to deepen content and pedagogical knowledge of staff, resulting in misunderstanding of the school goals and how they are being addressed. As such, there are missed opportunities to inform instructional practices and leverage the curricular revision process for improved outcomes, particularly for key student subgroups.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

The school has rigorous and coherent curricula and assessments that are \*\*\*appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practice and student learning outcomes.

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By May 2013 100% of the teachers will use available data to set academic goals with the students and Professional Goals for themselves.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- The principal, administrative team, teachers, attendance team, guidance counselor and CBO's will gather exemplar practices , summative assessments, interim assessments and other data relevant to the academic achievement as well as social emotional data in order to promote high levels of student learning and success
- The principal, administrative team, teachers, attendance team, guidance counselor and CBO's will develop multiple points of assessments for students that immerse the school team in an in-depth analysis of assessment results and lead to the adaptation of instruction that is evidence-based
- The principal, administrative team, teachers , attendance team, guidance counselors and CBO's will analyze collected data and develop comprehensive instructional plans for groups of students that capture current levels of achievement , map out a clear and timely path for progress and growth that will engage the students in their own educational; experience
- The school will purchase Datacation to help organize data from all different sources in order to help analysis both short term and long term data needed to drive individual student needs
  - 100% of the teachers will use available data to set academic goals with the students and Professional Goals for themselves
  - After examining data teachers will set goals for each marking period
  - 100% of the teachers will use ACUITY to monitor math progress and assign student activities that will support the needs based on the data
  - Lesson plans will reflect the data gathered and the differentiation of instruction based on the common strands students are studying and being assessed with
  - The Principal, Math Coach and the Data Inquiry team will provide professional development for all teachers during after-school through per session funding to understand and interpret the data
  - Periodic assessments will be used to monitor and differentiate materials used to address the needs of the students
  - Teacher made assessments will inform the teachers as they develop appropriate lesson plans that address the needs of the students
  -
- Data will be analyzed from a variety of sources including State Assessments, daily assessments, Interim assessments, performance based tasks in an effort to improve upon the units of study that are aligned to the CCLS
  - a) key personnel and other resources used to implement these strategies/activities
- TL NYSTL software funds will be used to contract Datacation for software that will enable teachers to gather multiple sources of data, social history and school history in order to assess and provide students with instruction that is reflective of their individual special needs
- Teachers will be compensated through TITLE I SWP funds for after-school professional development that is inclusive of looking at both data and student work to drive instruction – the workshops will be conducted by the administrative team and the coach
- The network will provide in-house training for staff members on the goal setting process and the alignment of their goals to the needs of the students
- All students will be required to set measureable goals for each marking period at the beginning of the marking periods based upon data available from the previous marking period. These goals will be set with the teacher and the teacher will be required to give feedback to all student about the process and the goals that have been set
- Students will be required to take Interim assessments that will be analyzed for strengths and weaknesses – this analysis will be used to help monitor the

effectiveness of the units of study that have been developed in ELA and math

- Administrators and teachers will visit other middle schools to find out how data is being used to inform instruction and what research based materials they are using to inform instruction
  
- b) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - The Principal and the Assistant Principals will meet on a monthly basis to evaluate the effectiveness of the programs being implemented
  - The Network team will walkthrough and conduct a mock quality review to assess what has been done and how we can adjust the curricula to meet the needs of all students
  - The administrative team will monitor the use of the dataaction system by teachers on a bi-weekly basis looking for evidence in lesson plans that information being used
  - Teachers and administrators will collaborate on modifying common grade-wide, curriculum-aligned assessments, rubrics and grading policies that have been customized to address data-defined student and subgroup needs. The use of these tools will be used to track progress toward goals across the grade and subject area to drive instruction
  - Subject area teachers will meet in an effort to agree upon the learning goals for their units of student tasks before using formative assessments to measure mastery. The assessments will then be reviewed again after assessment are given in an effort to scaffold lessons to meet the need of all subgroups
  - Data will be used to identify instructional response to data that may include reteaching content, changing instructional practices and the development of units of study/tasks that are more challenging.
  - Data will be used to analyze whether assessment criteria are clearly written and students are able to articulate what they are asked to do
  - Evidence from data will establish that all learning outcomes have a method for assessment and are authentic. Based on the data students will be given a variety of choices to establish mastery
  - Students will self and peer assess their work using the rubrics to develop their understanding and help guide their next steps in the understanding and learning of the continued units of study
  
- c) timeline for implementation.
  - All of the above mentioned activities will be on-going throughout the year. These activities will be visited on a consistent basis for adjustment to the needs of all students including all sub-populations
  - Activities will begin in August of 2012
  - Rubrics will be developed during weekly common-planning meetings in all subjects areas

**Budget and resource alignment**

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

Tax Levy      X Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: NYSTL  
 X SOFTWARE

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teachers and staff (Assistant Principal, Principal and Coaches) will conduct after-school and Saturday professional development to continue examine the use of data – TL MSQI expansion and Title I SWP will be used to compensate teachers
- Teachers will have built in Common Planning periods to examine student work and correlate the data to the units of study and performance based tasks –
- Priority/focus per session: 4 teachers x 2 hours x 12 weeks
- Priority/focus per session: 1 supervisor x 2 hours x 12 weeks
- Performance based periods will be built into all students programs for the intention of developing performance based projects that are based on the CCLS in ELA, Math, Social Studies and Science
- Supplies to support project based learning
- An additional IEP/Special education teacher will be hired to help determine the needs of students disabilities and their – funding will be allocated at the average teacher salary will be allocated from Title I SWP

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. (SQR – page 5)

The SQR Focused Advanced which was planned for MS 313 did not take place last year

Provide ongoing, consistent and job-embedded professional development that supports goals, promotes professional development that supports school goals, promotes professional reflection as well as growth in order to improve teaching and learning. Quality Review 2011-2012 page 5

\*The school does not have a formal professional development plan. Teachers are made aware of their network and the Department of Education’s professional development opportunities but are left to choose on their own based on self-selected needs. There is a loose expectation that they keep logs of professional development that they have attended. Teachers are paired with master teachers but supplemental supports are not provided. The principal admits that she does not know what teachers are learning but she looks at where they were and if their practice has improved during the year. This absence of a formal plan for teacher development and support has diminished the school’s ability to ensure that a consistent approach for professional growth of staff, aligned to school goals, is maintained or that leadership development of teachers is continuously addressed”.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

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

To develop a system for professional development of teachers and a plan for monitoring what the teachers have learned and how they are using strategies to inform instruction.

By June 2013, 80 percent of the teachers will have participated in at least 3 professional development opportunities as evidenced by professional conversation and feedback logs and teacher reflections

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Teachers will be giving a needs assessment at the beginning of the year to determine the individual strengths and weaknesses of each teacher in order to design a professional development plan that reflects their needs and the needs of the students they service
    - Teachers will be required to keep a professional development binder that reflects the PD attended and how they are using the information to inform instruction
    - The Principal will engage teachers in a professional conversation regarding the PD attended and how they are going to inform instruction
    - Teachers will be required to turnkey information to their colleagues during early mornings – Friday from 8:01 – 8:40 (weekly)
    - Teachers will use information attained to revisit their professional goals – using this information to modify goals according to the needs of their students
    - In-house professional development will be designed to meet the needs of the teachers (information gathered from needs assessment at the beginning of the year) these opportunities will be offered during the school day during established covered periods
    - Teachers will be paired with other teacher for professional growth – materials needed will be secured in advance by the administrative team
    - Teachers professional experiences will be aligned to the school, district and city goals
  - b) key personnel and other resources used to implement these strategies/activities,
    - network personnel will be responsible for providing PD both in-house and out of the building
    - teachers will be responsible for responding to a self-evaluation form created by the administrative team in order to provide them with PD that is both informative and reflective of the needs of all the students serviced
    - the lead coach will be responsible for implementation of PD with math teachers in order to address the needs of all students
    - funds from SWP will be used to pay for compensation of teachers that are attending PD
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
    - The Principal and the Assistant Principals will meet with the teachers to evaluate the effectiveness of the PD's being attended
    - The Network team will walkthrough and conduct interviews and informal observations of teacher that have attended targeted PD's in an effort to review the implementation of presented concepts, review what has been done and how they can continue to support the teacher through continued PD
    - The administrative team will monitor the PD opportunities attended by teachers on a as need basis looking for evidence in lesson plans that information being used to inform and assess student progress
    - Teachers and administrators will collaborate on modifying common grade-wide, curriculum-aligned assessments, rubrics and grading policies that have been customized to address data-defined student and subgroup needs. The use of these tools will be used to track progress toward goals across the grade and subject area to drive instruction before and after attendance at PD opportunities
    - Subject area teachers will meet in an effort to share information obtained at Data will be used to identify instructional response to data that may include re-teaching content, changing instructional practices and the development of units of study/tasks that are more challenging.
    - Data will be used to analyze whether PD has helped teachers assess criteria for students
    - Evidence from data will establish that all PD learning outcomes have a method for assessment and are authentic. Based on lesson plans and data from assessments
    - Teachers will self assess after PD using the rubrics to develop their understanding and help guide their next steps in the understanding and learning and learning

d) timeline for implementation

- a needs assessment will be given to all teacher at the beginning of the year and will be re-visited periodically during the year for effectiveness of PD attended
- monthly turnkey will be given to teacher that did not attend specific PD opportunities
- the principal and the Administrative team will conduct ongoing Professional conversations with teachers looking for evidence that teachers are implementing information attained
- ongoing Professional development opportunities

**Budget and resource alignment**

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

X Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teachers will be compensated through the use of coverages in order to attend PD opportunities
- Teachers will be relieved of their teaching periods to attend PD and also to turnkey information to their peers
- Teachers will be compensated at the trainee rate to attend PD opportunities after-school and on Saturdays
- Administration will be compensated at trainer rate to coordinate and PD to teachers on Saturdays and after-school
- Priority/ focus per session: 5 teachers x 2 hours x 8 weeks
- Supervisor per session: 1 supervisor x 2 hours x 8 weeks

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

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

**Major Recommendation**

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

The SQR Focused Advanced which was planned for MS 313 did not take place last year.

The 2011-2012 Quality Review did not make a recommendation in this area but noted:

The tone of the school is generally calm and respectful. The principal serves as the "go to" person who single-handedly addresses student conflicts. She takes the lead in ensuring that there is follow up on the social-emotional needs of the students and follow-up on attendance by a school aide and attendance teacher. In an effort to address the supports needed for academic and personal student needs, the school implemented an "Adopt a Student Initiative" through which students initiate contact with the teacher and seek support when needed. Recent, close follow-up by the administration, with the help of an attendance teacher and school aide, has resulted in a 2% increase in attendance over a two-year period.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

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

To cultivate the development of overarching systems and partnerships that support and sustain social and emotional developmental health which will result in a one percent increase in attendance by June 2013 or a one percent reduction of incidents and or suspensions.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Student attendance will be monitored by the school attendance team consisting of the following members –attendance coordinator, attendance teacher, classroom teacher, school aides, guidance counselors, and Administrative team in an effort to ensure all students are attending class
    - Student attendance and progress will be monitored and followed by homeroom and encore teachers
    - Daily attendance of students in the lowest third will be monitored daily by the Principal and administrative team in an effort to “get to know” the needs and challenges of the students
    - The Network will provide a family worker that will follow up on LTA’s and help to locate students whose attendance is limited or whose whereabouts are unavailable
    - Attendance will be taken three times during the day to ensure that all students attendance is accurate
    - Principal will monitor attendance daily and identify students that may have more than two days absent and assign an attendance team member to follow up in an effort to determine the reason for absence and what the school can do to assist
    - Student incentives will be offered for all students including but not limited to – attendance certificates, bulletin boards that showcase perfect attendance, honor roll and improved attendance, school trips and small school supply incentives
    - Visual recognition will be displayed for improved attendance and improved academics for teachers as well as students
    - Students at risk will be identified and referred to the SIT committee and tracked for outside support through visiting nurse services, ASTOR and other intervention agencies
    - GRAPPHICS program will be used to work with high risk low performing students in an effort to increase academic success
    - ASTOR clinic will continue to be housed in the school to address students that are at risk
    - Saturday and afterschool Success Academy will be supported through the use of Title I Priority Focus SWP
    - Partnerships will be developed between GRAPPICS, Dreamyard and EMS in an effort to stimulate the social emotional growth of students
    - Interns through Columbia University will be used to work with student at risk of social emotional issues
    - All staff members will “adopt” a student to track and help throughout the year
    - Workshops and assembly programs will be provided for student to support mental health these include but are not limited to Bullying, bereavement, college and career readiness, etc.
    - ACS, family court and preventive agencies will be utilized to help monitor and secure service for students in need (this includes students in shelters and foster care)
  - b) key personnel and other resources used to implement these strategies/activities,
    - school based support team, guidance counselors, interns and other personnel will target and monitor students at risk and promote positive behaviors
    - ASTOR, GRAAPICS, EMS and Dreamyard will be used to promote positive interventions for students and promote social emotional growth
    - Attendance team members, teacher, school aides, teachers, administrative staff and other personnel will be used to “adopt” a student
    - ACS, probation and preventive agencies will be used to monitor progress of students
    - Outside agencies such as LEAP will be secured to perform for students on topics that are pertinent to social emotional growth
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Fewer suspensions
- Attendance percentage will increase
- Logs of assistance
- Attendance team will monitor daily, weekly and monthly progress
- Teachers will keep a log of assistance to monitor student behaviors and make contact to families and outside agencies servicing students

timeline for implementation.

September 2012, attendance procedures reviewed.

September to June 2013, attendance improvement activities, follow up to LTAs, lateness and short term absence. Attendance improvement targets established and reviewed.

**Budget and resource alignment**

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

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

x Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants      X SWP -      Other-describe here: Title I Priority Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1 Priority Focus SWP – 8 teachers x 4.5 hrs. per week x 30
- GRAAFICS
- Dreamyard
- ASTOR
- EMS

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

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

**Major Recommendation**

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

The SQR Focused Advanced which was planned for MS 313 did not take place last year

The Quality Review 2011-2012 did not make a recommendation in this area. The Learning Environment Survey indicates a need to increase parent participation in school activities.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

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

To increase parental involvement through a parent /school partnership which will result in a 5 percent increase in parent participation in the spring PT conference or at parent workshops

**Strategies to increase parental involvement and engagement**

- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- 1. provide materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. provide assistance to parents in understanding City, State and Federal standards and assessments;
5. share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. provide 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;

Partnerships between home in school are of the utmost importance when ensuring all students are afforded a quality education. We are working hard to build that partnership while including outside agencies that are already involved in the social emotional growth of the students. Translation services will be provided for parents. The school has and will continue to have an open-door policy for parents to partner with the school. Workshops will be provided on the CCLS, social-emotional growth of student services that are available to assist parents, homework help and other services including but not limited to ESL and GED.

**Timeline:**

Parent Engagement activities will begin in September and continue throughout the school year.

September to November – initial contact with agencies and partners.

December –review of parent engagement activities and parent participation in parent teacher conferences.

On going Scheduling of activities and analysis of their success.

**Budget and resource alignment**

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

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

Tax Levy

X Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Focus/Parent Engagement

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Funding for workshops will be taken from parent set a side funds
- Funds for translation of service for materials to be translated into different language
- Workshops will be presented for parents and childcare services will be provided
- Materials and stipends for Saturday parent workshops and training sessions - priority focus allocation: stipends for 30 parents, trainer fees for experts in topics of interest to parents, materials – GED books, ESL books, resume software.

**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.).
<b>ELA:</b> <ul style="list-style-type: none"> <li>+ Push-In</li> <li>+ Saturday Academy</li> <li>+ After-school</li> <li>+ Vacation School</li> <li>+ READ 180</li> <li>+ Great Leaps</li> <li>+ Extended Day</li> <li>+ 37.5 minutes</li> <li>+ 7<sup>th</sup> grade Academy</li> <li>+ Circular 6 – small group instruction</li> <li>+ Rosetta Stone</li> </ul>	<ul style="list-style-type: none"> <li>+ Our Push-in program will consist of small group instruction, provided by SETTS teachers and AIS</li> <li>+ Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week</li> <li>+ After-School – small group (no more than 10)</li> <li>+ Vacation School – reinforce skills taught during the day - enrichment</li> <li>+ All students may apply for after school programs. Three days a week two hours a day</li> <li>+ Early morning tutoring for students in reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> <li>• Extended day</li> <li>• Full-class</li> </ul>	*services are provide during the school day, before school and after school
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>+ AIS math push-in</li> <li>+ Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>+ Math push-in teachers provide AIS in the student’s classroom</li> </ul>		

<ul style="list-style-type: none"> <li>✚ After-school</li> <li>✚ Vacation School</li> <li>✚ 37.5 minutes</li> <li>✚ Circular 6 – small group instruction</li> <li>✚ Extended day</li> </ul>	<p>during the regular school day. The teacher will plan with the classroom teacher</p> <ul style="list-style-type: none"> <li>✚ Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week intensive four hour sessions.</li> <li>✚ After-School – small group (no more than 10)</li> <li>✚ Vacation School – reinforce skills taught during the day</li> <li>✚ Math teachers concentrate on math skills using different games – Game of 24, Wall Street – etc.</li> <li>✚ Math skills are taught for one hour after school three days a week</li> </ul>		
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>✚ After-school</li> <li>✚ Science Clubs</li> </ul>	<ul style="list-style-type: none"> <li>✚ After-School – small group (no more than 10) focusing on science skills</li> <li>✚ Science club – developing science fair projects</li> </ul>		
<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>✚ After-school</li> </ul>	<ul style="list-style-type: none"> <li>✚ After-School – small group (no more than 10) focusing on social studies and reading thru literacy</li> </ul>		
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>✚ One on one counseling, small group – during the 37.5 minutes</li> <li>✚ Circular 6 – one on one</li> </ul>		

	 <b>Immediate intervention when necessary</b>		
<b>At-risk Services Provided by the School Psychologist:</b>			
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• One on one counseling, small group – during the 37.5 minutes</li> <li>• Circular 6 – one on one</li> </ul>		
<b>At-risk Health-related Services:</b>			

### **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.

During the spring our school sends out a form and holds a conversation with all teachers about their intentions of returning during the following school year. We review the informal and formal observations as well as the professional development logs and determine the assignment for the next year. Teachers are asked their preference; however it is left up to the administrative team to determine the placement that would be the most effective for the implementation of the curriculums. If there is a vacancy we first reach out to our network for support and recommendations. In turn if they have any resumes of teachers in the needed license area they will forward them to us for further screening. If the candidate is qualified an interview will be set up and the teacher is asked to present a lesson plan, write a statement and also teach a demo lesson.

In an effort to retain high quality teachers we immediately partner them with teachers in the school to form a buddy teacher system. These teachers work together on strategies and examine data pertinent to students. All staff members are asked to fill out a professional needs assessment that is used to develop a professional learning plan. Teachers are used to share best practices with their colleagues and mentor others.

The network team is used to help support our teachers by providing some of the suggested pd's while also coming in and offering teachers support through observations and demo lessons. When needed teachers are directed into programs that will help them secure courses in their license area as well as furthering their educational experience through graduate programs.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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.
- 
- 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;

**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>Corinne Rello</b> <b>Anselm/Boh Cohen</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>313</b>
School Name <b>School of Leadership Development</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Lauren Wilkins</b>	Assistant Principal <b>Mr. De La Rosa</b>
Coach <b>Mr. Herme Viery</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Omara Carmona/ESL</b>	Guidance Counselor <b>Ms. Jessie Paniagua</b>
Teacher/Subject Area <b>Ms. Anggela Sanchez/NLA</b>	Parent <b>Loida Rodriguez</b>
Teacher/Subject Area <b>Mr. Danilo Pena/Math</b>	Parent Coordinator <b>Ms. Nersy Urena</b>
Related Service Provider <b>Ms. Bell/ Ms. Greene</b>	Other <b>type here</b>
Network Leader <b>Boh Cohen</b>	Other <b>type here</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>3</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>460</b>	Total Number of ELLs	<b>160</b>	ELLs as share of total student population (%)	<b>34.78%</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. 

#### Questions 1-6

##### English Language Learners Identification Process

The School of Leadership Development is committed to assure all English Language Learners (ELLs) enrolled in our school are provided with opportunities to achieve the same educational goals as the general students population. English Language Learners are guaranteed equal access to all school programs and services offered at our school.

The school of Leadership Development English Language Learners identification process begins at time of pupil's enrollment in the school for the first time or at time of pupil's entry into the New York State public school system with no available record or prior screening, using appropriate and unbiased English screening tools, administration of the Home Language Survey Questionnaire and an oral interview in English or the native language if possible.

At registration time, a pre-conference is held by the parent coordinator and/or the pupil's secretary with all new enrollment students and families. If a student's family members and/or the student speak other language than English at home and the child is going to be registered for the first time in a New York City public school system, the school Bilingual Coordinator is immediately contacted. The Bilingual Coordinator reviews the Home Language Survey and conducts an entrance oral interview in English or the native language if possible in order to complete a possible ELLs identification process, during the interview the Bilingual Coordinator provides parents with an ELLs registration package which contains a Entitlement Letter, a Survey and Program Selection Form, a Placement Letter and an opportunity to watch the orientation video. 3. Parents are asked to complete the Survey and return it with their students to their homeroom teacher who give it to the Bilingual coordinator. 4. The bilingual coordinator place a copy in the student commulative record and filed the original in his office. The same procedures is followed as all other program selection forms are received. If a family does not return the forms in three days, after contacting the family over the phone a copy is sent home with the student. There have been many cases in which the Bilingual Coordinator had to make home visits in order to get the form back to the school. 4. Continued Entitlement letter are distributed every year after the NYSESLAT results are received. Homeroom teachers distribute and collect them from the students. The bilingual Coordinator filed the original and provided homeroom teachers with a copy. If there is an official translation ( See Office of English Learners Parental Support Services) available in the parent(s) native language, the Bilingual Coordinator make sure that parents receive it in their native language. 1a. The orientation/interview is conducted by Mr. De La Rosa Assistant Principal, Ms. Carmona ESL teacher, or Mr. Minero Spanish/Bilingual Teacher in English or Spanish if the parent(s) or family speaks other language than English or Spanish the translation unit is immediately contacted in order to arrange an over the phone interview to allow communication between the family and the school staff. Moreover, the Bilingual Coordinator establishes the student's eligibility for the English Language Assessment Battery Revised (LAB-R) and the Spanish Language Assessment Battery (LAB) in the case of the Spanish speaking students . Once the student has been identified as an ELL through the Home Language Survey and oral interview, the bilingual Coordinator scheduled a LAB-R and/or the LAB testing day(s) within the first 10 days of the student attendance to the school. 1.b Both language assessment exams are administered by the ESL teacher Ms. Carmona, the Bilingual teacher Mr. Minero or the Assistant Principal Mr. De La Rosa. Since our school only offers Freestanding English As a Second Language (ESL) and Spanish Transitional Bilingual Programs (STBP), parents are informed and oriented about the two programs as well as their right to choose other language acquisition programs available in other schools within our school district (09X). A

transitional decision is made at registration time for immediate student's placement.

2 All parents of newly identified ELLs are invited to participate in a group orientation session or One on One meeting where they are provided with more detail information about language acquisition programs for ELLs offered at the School of Leadership Development, ESL and STBP. Program choice orientations have also been done on the phone or home visits as needed. 2. During the orientation parents are informed of their children score on the LAB-R. Students who scored at the Beginning, Intermediate, or Advance Level on the LAB-R received an entitlement notification letter, informing parents that their children are entitled to participate in our second language programs, Spanish Transitional Bilingual, Dual Language or Freestanding ESL. In addition, Parents are also informed of their rights to withdraw their children from a bilingual program but not from the mandated ESL services as well as other language acquisition programs available in other schools in our district. The trend in program choice requested by parents in our school has not had any significant change in the past 8 years. Therefore, the School of Leadership Development language acquisition programs are aligned with our parents' request. Approximately, 98% of the parents of newcomers who are Spanish speakers have chosen the Spanish Transitional Bilingual Program for their children while 100% of the parents of other languages speakers, particular a growing African ( French Speaking) population, have chosen Freestanding ESL.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	90
Special Education	20		

Number of ELLs by Subgroups					
SIFE	29	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	29

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	59	22	0	10	3	11	4		1	73
Dual Language										0
ESL	31	3	7	31	1	8	25		6	87
Total	90	25	7	41	4	19	29	0	7	160

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							16	31	26					73
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>31</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	20	17					67
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French							2	2	1					5
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other							2	2	10					14
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>25</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</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).
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?

Paste response to questions 1-7 here

Currently, we service a total of 160 students categorized as Limited English Proficient or ELLs students in our Spanish Bilingual Transitional, one class in each level 6th, 7th, and 8th grades and ESL Program across our regular program for 7th, and 8th grades, and an ESL class for sixth graders (Class 625). 10. Programing Class 625 is an improvement to our language acquisition program, it allowed us to sit all 6th grade ESL students in one classroom, providing them language acquisition services in an ESL designed environment. Class 625 accomodates students from various ethnic backgrounds who have scored at the intermediate and advance level on the NYSESLAT. This included the sub-groups labeled as Newcomers, Beginners, Intermediate, Advanced, Tested out, Students with Interrupted Formal Education (SIFE), Long Term ELLs (LTE), and ELLs with special needs.

We use a Transitional Bilingual Approach in which literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Our English as a Second Language (ESL) program focuses on the acquisition of a second language, English, for a heterogeneous population of students with a very diverse language and cultural background. English as a Second Language (ESL) Approach extended by a Pull-Out Program, in compliance with Part-154 mandates and Title III policies for delivery of instruction. 2a. 2b. and 3. (programing) Daily allotments of instructioanl time ELLs students recieve for English Language Requirements students in ESL: Students at the beginning and intermediate levels are provided with two Units (360 minutes per week) of study in the language arts

## A. Programming and Scheduling Information

component(ESL/ELA), and students at the advanced level receive one Unit of ESL (180 minutes per week). Daily allotments of instructional time ELLs students receive for English Language Requirements students in Spanish Bilingual Program: Students at the beginning and intermediate levels are provided with two ESL Units (360 minutes per week) of study in second language acquisition English component(ESL) as well as one unit of native Language arts (NLA) and ELLs bilingual at the advance level receive one unit of ESL (180 minutes), one unit of ELA (180 minutes), and one unit of NLA(180) minutes. All ESL teachers speak Spanish which allowed them to translate the first language (Spanish) reading and writing skills into the second language (English).

Students at the beginning level in the Spanish Bilingual Program receive Mathematics, Science, and Social Studies in their native language with support from the ESL and the NLA teachers. Teachers interact in order to deliver in content area lessons aimed to ease the students language and content area knowledge acquisition simultaneous for the Spanish Transitional Bilingual Program. As students second language acquisition develops and English proficiency increases, it also allows teaching through ESL in content area to increase which at the same time accelerates the transition at the advance level. This allow teachers to teach academic subject such as Social Studies, Science and Mathematics in English with ESL support.

The Transitional Bilingual Education Program consists of three classes: one sixth grade (631), a seventh grade (731), and an eighth grade (831). These classes are categorized at the beginners and intermediate levels of proficiency, having scored at the beginning and intermediate proficiency level in the LAB-R and/or the NYSESLAT. Students who have scored at the intermediate proficiency level in the SBTP receive one unit of ELA and one unit of NLA as well as the mandated ESL units. The majority of our ELLs, an estimated 87.5% are Hispanic, approximately 11.8% are of Africans background, and 1% is from the English Speaking Caribbean.

The ELL population in our school is held to the same New York State/New York City Performance Standards and the same academic expectations for success as is the entire population as well as the standard and expectation for learner of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare our second language learner population for the challenges they will meet in their second language acquisition process in the 21st Century. Subsequently, our instructional program is designed to develop cognitive skills in the native language as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language. Our instructional staff is certified, knowledgeable, and continuously supported with professional development, resources, materials, and leadership guidance. 1.c All English Language Learners take the four components of the NYSESLAT each year, during the spring. The Bilingual Coordinator, Mr. De La Rosa runs the following ATS reports: NYSESLAT Eligibility Roster (RLER), LAB-R NYSESLAT Exam History Report (RLAT) Student Eligibility for NYSESLAT (LAT), and NYSESLAT Combined Modality Report(RNMR) as well as other related ATS reports. These reports are run several times during the school year in order to ensure that each and every single language learner who is entitled to take the NYSESLAT is scheduled to take its four components, during the spring testing season. Each Spring, the Bilingual Coordinator prepares a teachers/students' schedule which allocated the mandated time and testing setting, space allocation and conditions for all English Language Learners to take the NYSESLAT four components.

### ELL's Subgroups Differentiated Instructional Plan

5-b/14,15,16,17 LEP newcomers students in bilingual (Spanish) classroom receive ESL instruction from a bilingual ESL teacher grouping them according to their second language acquisition level as recorded by their scores on the LAB-R exam. Besides, they are grouped according to their first language level which is used as the base for the transition of skills into the second language (English). Spanish Santillana reading and writing materials are used to reinforce and support students' first language. Translation version of the Impact Mathematics series as well as all supportive Spanish materials is provided to all newcomers in order to support their academic and social emotional adaptation to a new society. They are also a priority to our after-school and Saturday Academy second language acquisition programs.

In addition, staff will meet with bilingual parents on a bi-monthly basis where they will receive information on how to support their children through the Home-School Connection as well as all testing requirements for all ELL students. Besides, ESL classes for adults will be offered to parents and family's members of students attending CIS 313.

5-d. Long term ELL's sitting in monolingual settings are receiving their ESL instruction through a Pull-out program at least 4 times per

## A. Programming and Scheduling Information

weeks in a structured ESL environment, using various ESL's strategies and methodologies that will help these students in their language acquisition process. They are amongst the first to be considered for our After School and Saturday Academy programs for English Language Learners.

5-d. Long Term ELL's students will be closely monitored. They are sitting in monolingual programs in grades 6th through 8th. All instructions for these children will utilize ESL approaches and methods. They will be grouped for instruction for a minimum of 45 minutes per day with an ESL teacher who will follow an appropriate ESL course of instruction as well as prepared the students to participate in the English Language Arts instruction and activities conducted by the regular English Language Arts classroom teacher. Students sitting in a regular setting are instructed by monolingual classroom teachers trained to teach content areas using ESL methodologies. Moreover, these students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and classroom teachers.

6-7 LEP students with disabilities whose IEP recommends ESL or bilingual instruction: All special education ELL students receive instruction according to their Individualized Education Program (IEP) recommendations. Students in special education classes are highly motivated to attend all after school and Saturday programs.

6-7 LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education: These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

6-7 LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation: These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

5a. LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language SIFE: Literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Moreover, our school support an extended school day and year through after school ESL instruction as well as Saturday ESL/ELLs academies for bilingual students. In addition, the Saturday Academies offer a Spanish literacy component for bilingual students with limited or interrupted education in their native language (SIFE). Emphasis is made in teaching students basic reading and writing skills in Spanish.

LEP students held over in grade: These students are considered high priority for instructional intervention programs. Emphasis is made in their language acquisition and literacy process in both languages, paying special attention to their individual student needs. They are presented to the School- Based Support Team which also reviews each student individual learning style and academic needs in order to design and effective instructional approach for each individual student.

LEP students who have not met the performance standard in listening: English Language Arts and ESL teachers develop English language skills and provide English language instruction using ESL approaches designed to encourage students to practice their listening skill in the second language. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as large classroom.

LEP students who have not met the performance standard in speaking: These students are instructed by ESL as well as monolingual classroom teachers with training to teach content areas using ESL methodologies to help them develop their reading, writing, listening, and speaking skills in their second language, English.

LEP students who have not met the performance standard in reading: An English Language Arts/ESL teacher develops English language

## A. Programming and Scheduling Information

skills and provides English language instruction using ESL approaches that provide ELL students with specific reading techniques designed to help ELLs students to learn reading strategies in the second language, English. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as in large classroom.

LEP students who have not met the performance standard in writing: An English Language Arts/ESL teacher develops English language skills and provides English language instruction using ESL approaches designed to develop students' writing skills. Instruction is conducted in an ESL/Literacy designed room with small groups of students, Pull out Program, as well as in large classroom setting.

Long term absences: An attendance team formed by an attendance teacher, the school family workers, teachers and administrators keeps attendance logs and daily monitors these students attendance. The team maintains an open line of communication with parents as well as all necessary documentations, intervention narrative and schedule are kept in the family worker's office.

LEP students who have achieved proficiency on the NYSESLAT are constantly monitor and offered all needed support through a constant communication with their English Language Arts

### Courses Taught in Languages Other than English

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

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

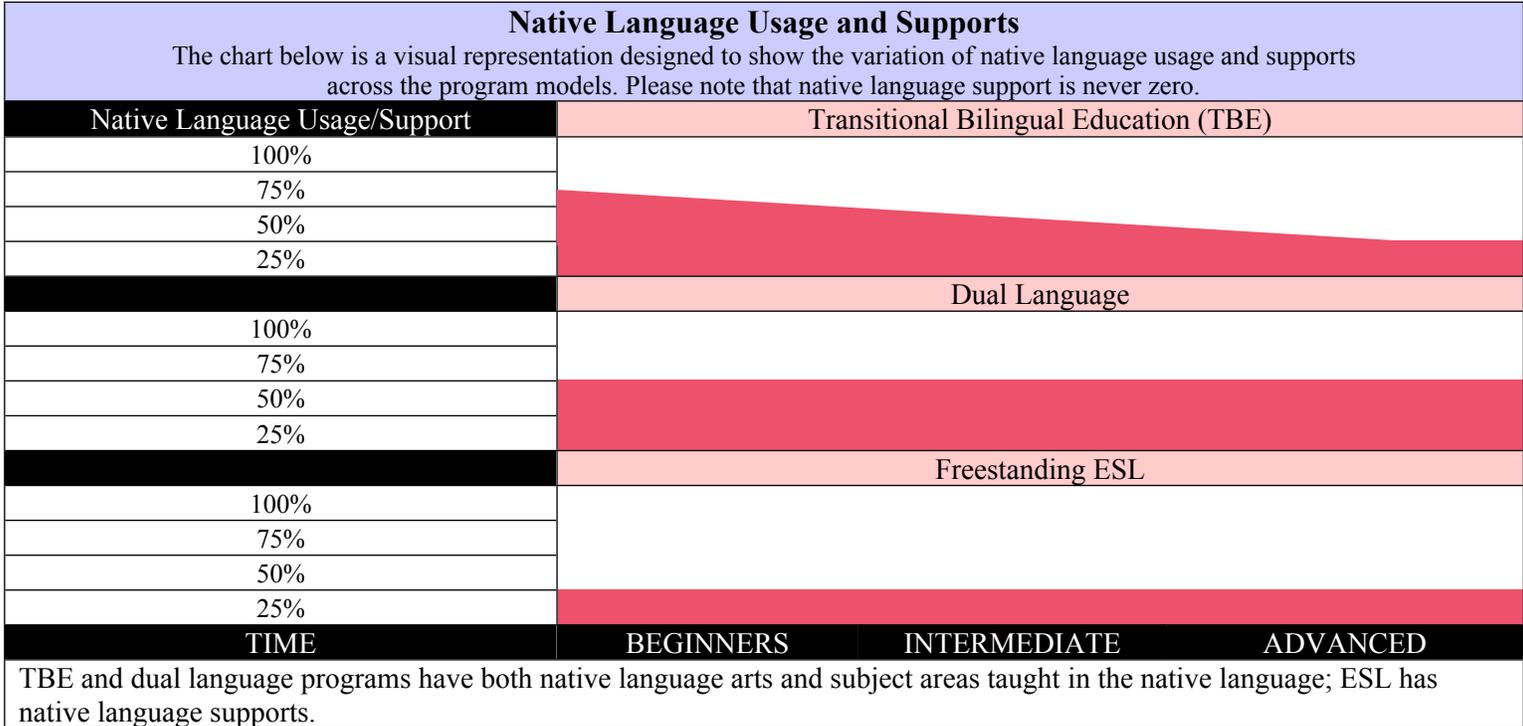
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English/ Spanish			
Math:	English/ Spanish			
Science:	English/ Spanish			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

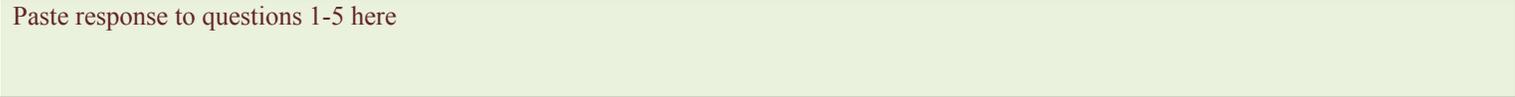
The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.



**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here



## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software
  
- Using the Internet and other Electronic Resources

## 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?

Paste response to questions 1-4 here

Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities. Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Parents are also encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. 1, 2, 3 Parental Involvement Many of our parents have shown interest in the success of their children's learning. Some have difficulty with the English language and would benefit greatly from acquiring basic language skills in the the second language (English) class as well as workable computer skills. We offer saturday classes in Spanish and English. All documents are translated into Spanish, allowing spanish Speaking parents to be able to read and comprehend all school's documents. There is a small, growing number of African parents who are French speaking, however they all had expressed their preference to receive written documents in English when completing the Home Language Survey at registration time. During the parents orientation, we ask parents about their interest and ways in which they can be integrated to their children leraning and adaptation process. All parents meeting are conducted in both languages English and Spanish.

For parents who are recent arrivals and have difficulty understanding the English language acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education's web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Achieve 300, Teen Biz and Math integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. 1, 2, 3 Parental Involvement Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed. We scheduled ELLs parents' meeting once a month during school hours. Parents are invited to come to the school and review their children assessment and data portfolios. Parents also have an opportunity to talk to their children teachers. Bilingual staff members are always available to provide translation as needed for attending parents.

Parents are encourage to be involved in all new initiatives implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
													L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							18	18	20					56
Intermediate(I)							14	23	25					62
Advanced (A)							20	10	12					42
Total	0	0	0	0	0	0	52	51	57	0	0	0	0	160

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	1				
	I							6	11	6				
	A							20	20	16				
	P							11	9	25				
READING/ WRITING	B							6	12	13				
	I							13	22	25				
	A							20	9	10				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	17	1		43
7	26	5	1		32
8	18	22	1		41
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	18	2	14	7	7	0	1	0	49
7	7	10	10	11	1	4	0	1	44
8	6	1	8	10	6	13	0	3	47
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				
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)	24	32	32	17				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

The ELLs' Inquiry Team oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, LAB-R, Pre and post assessments to drive instruction and evaluate the program. The Inquiry Team determines, identifies and prioritizes the evaluation tools to measure expected outcomes.

Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations.

The data compiled by formative assessment, R-LAB and NYSELAT in 2011, indicate of the 160 students tested decisions are as follows:

#### NYSELAT

- 35 % - Beginners
- 38.7 % - Intermediate, and
- 26.2 % - Advanced.

The LAB-R indicates at the time of testing 90% of the students scored at Beginning Levels, 10% scored at the Intermediate Level, and none tested out. Years of testing range from 2005 to 2011. Approximately, 8% to 10% have been tested during the current school's year. A more in-depth comparison analysis between the LAB-R and the administration of the NYSELAT for 2008, 2009, 2010, and 2011 may demonstrate a 7% to 8% increases in proficiency levels.

Based on the description of our program, the demographics, and the performance data there is a need to improve our program and services by expanding to instruction in an After School and Saturday program with a focus on accelerating listening, speaking, reading, writing, mathematics, and technology skills for:

- LTE's at the Intermediate Level in the Bilingual 8th Grade
- ESL students in the Advanced Level in the 7th Grade
- ESL/ Special Education students at the Intermediate Level in the 6th Grade
- Parents who seek ESL services along with their children.

New testing policy for ELL's requires the state to administer the ELA test to all ELL's in grades 3-8 that have been enrolled in a U.S. school for one year or more since 2007.

Our needs assessment is further supported by the fact that only about fifteen (16) students, to date, are not mandated to be administered the English Language Arts (ELA) test in the spring of 2012. All students shall be administered the NYSESLAT to guide instruction, document the progress of those newly admitted, and determine service eligibility. We are aware of the need to continue to count NYSESLAT results towards Title III annual measurable objectives. In addition, all students will take the NYS MATH test in mid-March. The New York State Science Exam may be administered in Spanish; however, our students need language skills development in the first language to strengthen

linguistic transitions to the second language

Assessments Data: B 1. 2. 3. 4a. (1) 4a. (2) 4b. 4c (1)

Students complete a language assessment in Spanish once they are placed in a Spanish Bilingual Program. We do not have an equivalent of the Spanish assessment in another language. It is difficult to assess native language level for those students who speak other language than Spanish. The inside data produced by this assessment for the last seven years, shows that 95% of our 6th, 7th, and 8th graders Spanish speakers newcomers read at the third or four grade level in their own language. Our Saturday academy and a very important portion of our after school programs for English language learner are designed, taking into consideration this important revelation. It is also a major element of consideration and planning in our instructional plan for second language learners. The same group of students shows approaching grade level skills when it comes to mathematics. All ESL, bilingual, and second language teachers are involved in the process of analyzing and studying patterns across the NYSESLAT modalities. The assistant Principal, Mr. De La Rosa and all ESL, Bilingual, and English language arts teachers meet to discuss, evaluate and create teaching strategies aimed to address the students' needs that the data shows according to student's performance on the NYSESLAT. For language acquisition purposes, ELLs are grouped using different formats according to their reported language proficiency level on the NYSESLAT. For the 2010- 2011 school year, Our NYSESLAT data showed that that 35% of our students scored between the intermediate and advanced levels in the modality of listening and speaking in all three grades (6th, 7th, and 8th). While approximately 48% of our students scored between the intermediate and advanced levels in the modality of reading and writing. Only 4% scored at the beginning level, these are mostly newcomers students, and 13% of our students scored at the proficient in all four modalities, testing out of ESL and bilingual services. When we look at the NYSESLAT modalities in each grade level, the following patterns can be observed:

		6th graders			
Modality	Beginners	Intermediate	Advanced	Proficient	
Listening/Speaking	5%	15%	51%	28%	
Reading/Writing	15%	34%	51%	0	

		7th graders			
Modality	Beginners	Intermediate	Advanced	Proficient	
Listening/Speaking	9%	25%	45%	20%	
Reading/Writing	27%	50%	20%	0	

		8th graders			
Modality	Beginners	Intermediate	Advanced	Proficient	
Listening/Speaking	2%	13%	33%	52%	
Reading/Writing	27%	52%	20%	0	

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

<b>School Name: <u>School of Leadership Developme</u></b>		<b>School DBN: 09X313</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Wilkins	Principal		11/1/11
Francisco A. De La Rosa	Assistant Principal		11/1/11
Nersy Urena	Parent Coordinator		11/1/11
Omara Carmona/ESL	ESL Teacher		11/1/11
Loida Rodriguez	Parent		1/1/01
Angela Sanchez/NLA	Teacher/Subject Area		11/1/11
Danilo Pena/Math	Teacher/Subject Area		11/1/11
Herme Viery	Coach		11/1/11
	Coach		1/1/01
Jessie Paniagua	Guidance Counselor		11/1/11
Boh Cohen	Network Leader		11/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X313      **School Name:** School of Leadership Development

**Cluster:** \_\_\_\_\_      **Network:** CFN HOT 104

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

**Part A: Needs Assessment Findings**

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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.

Data gathered through ATS as well as Parent Surveys given to incoming registrants indicates that C.I.S. 313 community comprises two distinct language groups; English, and Spanish as well as a growing french speaking population. Though several African languages are indicated as student's home language, their parents are able to communicate orally and through writing in English. Translation services therefore are mostly needed for Spanish speakers. We have on staff at I.S. 313 bi-lingual staff representative of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Furthermore, all official Department of Education written communications are offered in many different languages through the translation and Interpretation Unit.

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.

As indicated above C.I.S 313 has both written and oral translation needs mostly in Spanish. In addition, other languages translation services are provide as needed. The parent Coordinator coordiantes the provision of services to parents in need through the Trasnlation and Interpretation Unit. All members of the school community have received detail information on how to contact the Translation and Interpretation Unit at (718) 752-7373 or translation@schools.nyc.gov

## 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.

Written translation services needed for Spanish documents will be provided in-house by qualified personnel. Other language documents will be done with the support of the Translation and Interpretation Unit. Most school events and functions have been planned and calendared in advance for the 2011-2012 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar and the support of the Translation and Interpretation Unit. As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the majority of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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.

As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Speakers of other languages in need of oral translation will contact the parent coordinator who will make arrangements with the Translation and Interpretation Unit.

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>.

According to Chancellor's Regulations A-663 Section VII, schools are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services, post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained and indicate in each school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. Our 2011-2012 School Safety Plan fulfills the requirement and our parent coordinator will be responsible for insuring that all parents covered by said regulations will be provided with

written notification of their rights regarding translation and interpretation services as well as insuring that all required notifications are posted as required.

## 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: School of Leadership Developm	DBN: 09X313
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: 130
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: 6
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The School of Leadership Development (CIS313) is committed to use Title III funds to provide Saturday Academy programs that provide the necessary extra support for all of our English language learners (ELL) in grades 6th, 7th, and 8th . All our ELL's students as well as former ELL's are invited to participate in our Saturday Academy (8:30PM to 1:00PM). The program has been designed to accommodate 100 to 130 students and 30 to 35 parents. The academy will accommodate English Language Learners in different stages of second language acquisition. The school of Leadership Development Title III After-School Program provides our English Language Learners focused language instruction to help them in their second language acquisition process. Besides, a first language (Spanish) support instructional component designed to help ELL's strengthen their first language reading and writing skills. In addition, Title III after school targeted test preparation for upcoming state and city-wide exams. Students in our Saturday Academy will receive the benefit of small-group instruction from Saturday, November 17th 2012 through Saturday June 15th (26 sessions) 4 hours each Saturday's session for a weekly total of 4hours. To address the range in linguistic and academic abilities among ELL's, these students will be placed in an ability-based group (as determined by the NYSESLAT and ELA scores). 4 Bilingual/ESL teachers and 2 reading/ELA teachers will team teach in our Title III Saturday Academy program.

\*Although the two reading/ESL teachers do not have an ESL license, they have been exposed to ESL teaching methodologies and they will team teach with ESL certified teachers. The two literacy teachers will also co-plan with the ESL/Bilingual certified teachers for instruction and professional development. Two school's aides will serve as out of classroom support, during the Saturday academy covering the Main Office, school hallways, make copies, cafeteria, and phone calls to parents in order to keep 100% attendance to the Saturday Academy. The two School aides are paid from another funding source.

\*To ensure quality instruction and the safety of all students, the Principal and/or one of the Assistant principals will supervise this instructional program. The supervisor will be responsible for all documents including attendance, performance data, purchase, and distribution of needed materials to all pedagogical staff participating in the Saturday's Academy. In addition, the supervisor will make sure that the Title III Plan is followed and implemented according to the mandated Title III guidelines. The supervisor will also conduct informal observations, professional development, collect and distribute data to inform instruction.

## Part B: Direct Instruction Supplemental Program Information

### Target Population

#### The Beginner/Newcomer Group:

This group (20-40) is composed of students who are newcomers and/or with very limited English abilities in all four testing modalities – reading, writing, listening and speaking. The focus of this group will be to accelerate the development of both social and academic language by strengthening student foundation in the four testing modalities. Such skills include phonemic awareness, vocabulary enrichment, phonics, early reading skills, sentence recognition and formation, and, increased oral/auditory comprehension and fluency. Students in the beginner group will be using the NYSESLAT readiness materials for beginners to prepare them for the upcoming exam and strengthen their language-development within the four modalities of language acquisition. These students will also be using Achieve 3000 and Rosetta Stone two computer base programs designed for English Language Learners which has a city and state test readiness resource to prepare for the ELA and Math exams.

#### The Low Intermediate and Intermediate Groups:

Students (20 -60) in these two groups scored in the range of Intermediate level English proficiency on the NYSESLAT test and a level 2 or low 3 on the ELA and Math exams. Generally these students have a grasp on social language but are still struggling with academic language in both reading and writing. These two groups will both use the Aim Higher! New York ELA and Math, and NYSESLAT test prep materials. Particular attention will be given to the more complex elements of comprehension and fluency in Reading and Writing. Sample units include sentence structure, the paragraph, conveying understanding through writing, re-telling, identifying main idea, character analysis, and the use of details. To achieve independence as growing readers and writers, students in both groups will continue to receive foundational support in English vocabulary and structure. Longman's ELL materials and Rosetta Stone a computer based program designed for second language learners.

#### The Advanced Group:

The focus of the Advanced Group (15-30) will be to overcome academic weaknesses and reach proficiency on the NYSESLAT. At this level, students focus on advanced topics of academic Reading and Writing. Sample Reading units include: determining genre, identifying authors purpose, test-taking strategies (scanning, skimming, and rereading), and making text-to-self, text-to-text, and text-to-world connections. Sample writing units include: short answer responses, organizing ideas (pre-writing), essay composition, and self-editing. Special attention will be given to writing style including the use of tense (i.e. past, present, progressive etc) and identifying and correctly using irregular verbs. This group will follow the New York ELA Review program to prepare for upcoming state exams in ELA, MATH, and Subject Tests. Additional supplementary materials from Time Grammar, Usage, & Mechanics from

### Part B: Direct Instruction Supplemental Program Information

Teacher Created Materials will be used to reinforce and support the units highlighted in the Rosetta Stone computer program. The Advanced Group will focus on the reading and writing components of the NYSESLAT (the area of the test where advanced level students traditionally have the most difficulty).

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: During the 2012-2013 school's year, CIS 313 will host a series of sustained professional development workshops for teachers of ELLs. These workshops will be available to all teachers during grade conference and staff development days. In addition, Title III professional development will be implemented for the teachers in the Title III program to support the rigorous, high quality Saturday program.

Title III Study Group will involve all Title III teachers and an assistant principal. Meetings will take place for 7 sessions, 1 hour each during December – January 2013, after school, on Mondays, from 3 – 4 PM. The purpose of this study is to explore effective ESL strategies and identify best practices for ELLs in order to enhance instructional practice in the Title III program and to build teacher capacity.

During our seven sessions, the following two books: *How to Teach Students Who Don't Look Like You Culturally Relevant teaching Strategies* written by Bonnie M. Davis and *English language Learners in Your Classroom Strategies That Work Third Edition* written by Ellen Kottler, Jeffrey A. Kottler, and Christ Street will be used as based for the study group discussion in order to support our English Language Learners.

We will also review all documents from the New Common Core State Standards related to second language acquisition and instruction. Professional development will be conducted by the Assistant Principal and a random selected teacher from those participating in the Saturday Title III Academy each day.

### 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

## Part D: Parental Engagement Activities

Begin description here: Supporting the Title III After-School Program Parent Development Programs will be offered during the 2012-2013 school year. All ELL's parents will be invited to participate in the Saturday Academy Program with their children. In addition, parents' seminar and workshops will be presented in Spanish and English at CIS 313. Parent and community participation is a central component of both academic growth and a well-developed ELL's program. Parent workshops will focus on introducing ELL's parents to their new community and equipping them with strategies for best supporting their children's academics. Specifically, the parent workshop series will include the following programs:

- 1) The first workshop will educate parents on the components of the upcoming state exams. This session will offer numerous take-home strategies parents can use to help to their child succeed on these tests. The NYSESLAT test will be a central focus during this session - offering parents a greater understanding of what is necessary to ensure their children's success. Title III will pay per session for 1 hour to two ESL teachers.
- 2) The second workshop will provide a parent-community orientation. The Parent-Coordinator will host this workshop that supports bilingual heritage and celebrates the community.
- 3) The other 6 workshops will be based on academy and community issues such as: understanding and adaptations to a new culture, how to fill in immigration forms, NYSESLAT parents and students preparation, How to Navigate the Internet looking for Educational Resources, the New Common Core State Standards and the application for English Language Learners as well as other related topics.
- 4) A student-performance culminating activity allowing second language learners students to exhibit their work during a Saturday language celebration activity. All parents and family members will be invited to attend this event that will be held in the school's auditorium and cafeteria.

Dates: tentative ----Saturday, June 8th 2013

Time line: 9:30AM to 2:00PM

**Part D: Parental Engagement Activities**

Number of parents 150

Providers and qualifications: all teachers participating in the Title III after school and Saturday Programs. Also all other staff and member of the school community as well as the parents and parents' coordinator

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		