



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X363

PRINCIPAL: ANGELO LEDDA EMAIL: ALEDDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MELODIE MASHEL, IA**

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](#).

Name	Position and Constituent Group Represented	Signature
Angelo Ledda	*Principal or Designee	
Kevyn Jackman	*UFT Chapter Leader or Designee	
Yenise Jimenez	*PA/PTA President or Designated Co-President	
Rosa Pichardo	DC 37 Representative, if applicable	
Terri Steinberg	Member/UFT	
Carey Daniels	Member/UFT	
Lynette Watson	Member/Parent	
Isabel Rodriguez	Member/Parent	
Acalie Cruz	Member/Parent	
Judith Castro	Member/Parent	
Abby Hludzik	Member/UFT	
Ramon Alvarez	Member/UFT	
	Member/	

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

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

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

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

Major Recommendation

- As per the NYCDOE Learning Environment Survey, in the area of Communication, the school saw a decrease from 7.9 in 10/11 to 7.2 in 11/12.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Implement and keep consistent the school wide vision and mission by facilitating a ten minute morning meeting with staff every Monday-Thursday.

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:
 - Faculty training facilitated in August 2011 focusing on the school's vision and mission.
 - Daily morning meetings with all staff to discuss the day and recite the teacher OATH.
 - Weekly emails delivered electronically on Sunday to outline the upcoming week. (measurement tracking tool)
 - Participation by all staff and administration in the PBIS caught ya cash program.
 - Supervision of the Special Education Department.
 - KEY PERSONNEL; Principal, AP's, Faculty

Budget and resource alignment

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

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

X Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Tax Levy
- Title 3 funds for ELL's
- ASD funding for SpEd

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

- Further the work of aligning the curriculum to CCLS to ensure tasks in all classrooms are challenging and cognitively engaging and questioning extends students thinking to increase student performance.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Implement a CCLS based rigorous curriculum which is created from student data to address individual student needs which will lead to a 60% increase on our iReady diagnostic administered in October and then again in May.

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. Summer curriculum planning conducted over the summer of 2011, focusing on CCLS and using student final exam data to inform planning.
 - b. Weekly content and grade level meetings to revisit and revise units of study.
 - c. New teacher and whole staff training focusing on higher order questioning techniques facilitated in August 2011.
 - d. Creation of shared folders on Google Drive for all staff to share curriculum and best practices.
 - e. CCLS task relevant questions created for Math and ELA to collect data and create instructional classroom stations. (measurement target tool)
 - f. KEY PERSONNEL: Principal, AP's, Math Lead Teacher, ELA Coach, Teacher's

Budget and resource alignment

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

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

X Tax Levy

Title IA

Title IIA

X Title III

Set Aside

Grants

Other-describe here: Priority Focus _____

Service and program coordination

- Purchase of two NEO carts to facilitate Accelerated Reader- 2 @ \$11,050.50
- Accelerated Reader Software Package- \$7497.60
- Title 3 funds for ELL's
- ASD funding for SpEd

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

- Promote greater consistency in planning differentiated instruction to include appropriate scaffolds and challenges so that all students have access to grade appropriate content.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Create and implement an inter-visitation program along with an informal walk through process for effective teacher feedback by June 2013.

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) Use of observe4success by administration to conduct informal walk through and give immediate feedback.
 - b) Creation of an inter –visitation binder and schedule for staff to support and give feedback to each other.
 - c) Video taping of lessons to be shared and discussed during content meetings.
 - d) 6-10 informal observations conducted per administrator per week. (measurement target tool)
 - e) Minimum of 3 formal observations for all staff.
 - f) KEY PERSONNEL: Principal, AP’s, Math Lead Teacher, ELA Coach, Teacher’s

Budget and resource alignment

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

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

X Tax Levy

X Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority/Focus Funding _____

Service and program coordination

- Tax Levy- purchase materials and assessments
- Title 1- provide training for staff to meet outside of the school day
- Staff Danielson Training Facilitated by UFT Chapter Leader and Delegate
- 20 teachers x 5 Hours per week for 8 weeks @\$42.00 per hour.

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

- As per the NYCDOE Learning Environment Survey, in the area of Safety and Respect, the school saw a decrease from 7.9 in 10/11 to 7.8 in 11/12.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> 5.2 Systems and partnerships | <input checked="" type="checkbox"/> 5.4 Safety |
| <input checked="" type="checkbox"/> 5.3 Vision for social and emotional developmental health | <input checked="" type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

Create a climate of mutual respect and understanding for all students, staff and parents by implementing a rigorous PBIS program by June 2013.

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:
 - Creation of a PBIS behavior Matrix.
 - PBIS Leadership team to meet on a weekly basis.
 - Development and use of caught ya cash.
 - Enlist the services of WEDIKO and ENACT, two CBO's who focus on the social and emotional education of students.
 - Community Service Learning curriculum dedicated to Overcoming Obstacles.
 - Weekly PPT meetings to discuss the academic, social and emotional needs of at risk students. (measurement target tool)
 - KEY PERSONNEL: CBO's WEDIKO and ENACT, School Social Workers, School Based Support Team, Faculty and Administration

Budget and resource alignment

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

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

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

Service and program coordination

- Tax Levy
- Title 1
- City Council Grant funding CBO's

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

- As per the NYCDOE Learning Environment Survey, parent responses for Academic Expectations and Communication saw a slight decrease while Engagement and Safety and Respect saw an increase of almost .5.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

- Develop effective partnerships with parents by ensuring targeted workshops are offered and facilitated by staff members of 363.

Strategies to increase parental involvement and engagement

- a) Creation of an effective balanced SLT.
- b) Teacher use of engrade to allow parent access to child’s progress.
- c) Monthly progress reports sent home to families.
- d) Parent workshops organized by the Parent Coordinator but facilitated by faculty and staff.
- e) ARIS Parent Link.
- f) KEY PERSONNEL; SLT, PC, Principal, Parents

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 - xTax Levy Title IA Title IIA Title III Set Aside Grants _____
 - Other-describe here: __ Non Contractual Service/Parent Involvement

Service and program coordination

- Tax Levy
- Parent Trips to American Museum of History and a Broadway Show
- Title 3

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	IReady diagnostic administered in October which informed materials used.	Small group instruction 8:1 teacher student ratio	ETS instruction delivered M-W from 2:40-3:18
Mathematics	Study Hall periods dedicated to Math intervention	Whole group instruction	Daily Study Hall periods (42 minutes)
Science	Living Environment Labs	Small group instruction 15:1 ratio student to teacher	After school three days per week and Saturday for four hours
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated and at risk as referred by the PPT	One-on-one and group counseling	Daily

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.

Tools and Resources used for HQ teachers:

As a third year new school, MS 363 was held to contractual obligations and NYCDOE hiring procedures for new schools. Year one, an 18D committee was comprised of the school leader, Network Deputy Leader, UFT District Rep. and one UFT Chapter Leader from a school in a different Network. Year two and three, the 18D committee consisted of the school leader, AP, IEP teacher and Physical Education teacher.

- Use of 18D process to hire all staff/faculty, as per NYC DOE.
- Participation in Classroom Apprentice Program for NYC Teaching Fellows.
- Partnership with Manhattanville College Jumpstart program to recruit candidates.
- Partnership with NYU ASD NEST program.
- Rigorous interview process followed by demo lesson performed by each prospective candidate.
- Use of the Open Market Transfer System to interview veteran, experienced teachers.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maria Quail	District 10	Borough Bronx	School Number 363
School Name The Acad. Personal Lead. and Excellence			

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

Principal Angelo Ledda	Assistant Principal Marisa Campbell
Coach	Coach
ESL Teacher Taylor Strack	Guidance Counselor
Teacher/Subject Area Roxanne Batista/Sp Ed	Parent
Teacher/Subject Area Dominga Lopez/ESL	Parent Coordinator Tamara Rosado
Related Service Provider Yvette Ramos/Speech	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	295	Total Number of ELLs	107	ELLs as share of total student population (%)	36.27%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1: A formerly trained ESL teacher (either Taylor Strack-ESL Certified or Dominga Lopez-ESL Certified/Bilingual Extension), who has knowledge and training on the identification of English Language Learners, greets parents as they enter to register their child. The pedagogue provides a Home Language Identification Survey, which is immediately followed with an informal, oral interview in English or the parents' native language to determine if the child is an ELL student. After the parent interview, the pedagogue conducts an interview with the student to collect further relevant information for proper initial program placement. At this time, parents are escorted to a separate location where they prepare to view the Parent Orientation DVD in their native language. The Parent Coordinator Tamara Rosado will facilitate the viewing of the DVD. If the DVD is unavailable in the parents' native language, then translators will be made available. Before viewing the DVD, the parents are provided with information by Taylor Strack or Dominga Lopez about the respective ELL programs the Department of Education offers, the Parents' Rights and Responsibilities, as well as translator services available. While parents are viewing the DVD, their children are escorted to a separate location, with either Taylor Strack or Dominga Lopez, where they are administered the LAB/R. The LAB/R is promptly scored and the data is analyzed to confirm initial student program placement. If the children are unable to complete the LAB/R due to a Spanish language barrier, the test will be bubbled in as "unable to answer in English" and they will be administered the Spanish LAB instead. As the year progresses, the ELL population will be continuously evaluated utilizing the data obtained from the NYSESLAT by Taylor Strack, Dominga Lopez and Assistant Principal Marisa Campbell. The NYSESLAT information is acquired via the following ATS reports: RLAT: lists the students eligible for NYSESLAT testing, RYOS: lists years of service and modifications for each ELL student, RPOB: indicates place of birth, home language code, and date student entered the NYC department of education, RNMR: illustrates the modality scores for previously administered NYSESLAT exams. RNMR lists the four modalities of Listening, Speaking, Reading, and Writing for the past three scholastic years. It assist the school in determining if the student is Beginner, Intermediate, Advanced, or Proficient. The information gathered through these reports are made into living data and utilized to differentiate lesson planning and curriculum that will better serve the ELL population. Testing modifications and the four modalities of Speaking, Listening, Reading and Writing are continuously assessed and progress reports made available to parents throughout specific times of the scholastic year. During the window of NYSESLAT testing, ELL students are individually pulled into a separate testing location where the Speaking portion is administered. Testing dates are set to administer the Listening, Reading, and Writing portions as a whole class to ensure that the students are provided sufficient opportunity to complete these untimed exams.

2: After the parents view the Parent Orientation DVD that presents detailed information regarding the three ELL programs provided by the Department of Education, they are given the Parent Survey and Program Selection Form by either Taylor Strack, Dominga Lopez or Marisa Madoo. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark for their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. Parents are also provided with pertinent contact information and office locations as well as Parent Brochures as supplemental materials. If the preferred program choice is unavailable, parent's will be offered Free-Standing ESL as an option for their child until the school has enrolled 15 or more students within two consecutive grades,

allowing the school to open a preferred choice program. When this occurs, parents will be notified via mail and phone that their preferred choice has become available. After this information is provided to the parents by the above staff members, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Each parent will also receive a Continuation Letter in the Fall and Spring of the scholastic year informing them of the student's progress, and providing them the option to change their ELL program if the progress documentation, as well as the teacher anecdotes, corroborate this decision. The Continuation Letters will be updated and filed in an ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to send the notifications for that specific semester. This process ideally occurs immediately upon student registration; however in the case that it is not possible, the entire process will be completed within 10 school days.

3. After the parents view the Parent Orientation DVD, they are provided with the Parent Survey and Program Selection Form. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark on their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. After this information is provided to the parents, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Ideally, once the parents register their children, they will complete and receive copies of both the Parent Survey and Entitlement Letters while the school files the original copies. If by chance Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion. This information will be housed in the ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to contact parents.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs were mentioned above and include the following: formation of a trained ELL Team which will be responsible for greeting potential ELL students and their parents, administering the Home Language Identification Survey, conducting informal, oral parent interviews in English or the parents' native language, interviewing the prospective ELL student, presenting the Parent Orientation DVD in the parent's native language, providing parents with information about the respective ELL programs the Department of Education offers, as well as the Parents' Rights and Responsibilities, ensuring translator services are available, administering the LAB/R and scoring it promptly to determine whether the student should be placed in a Transitional Bi-Lingual or Free-Standing ESL program, placing the child according to data collected, communicating the placement findings and determinations with parents, and completing an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record. If Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion, and finally filing this information in an ELL Data Binder in the Main Office where it will be accessible to any member of the ELL Team and revisited periodically throughout the year.

5. After reviewing the Parent Survey and Program Selection Forms, the trend in parental requests has been the following: Transitional Bilingual Education has been the first option while Free-Standing ESL has been the second choice. For the scholastic year of 2010-2011, out of 54 new entry ELL students, 30 parents selected TBE as their first choice while 24 parents selected Free-Standing ESL as their first option. For the scholastic year of 2011-2012, out of the 12 newly admitted students, all 12 parents chose Transitional Bilingual Education

6. Program models offered at this school are aligned with parent requests.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1						2
Push-In							1	1	1					3
Total	0	0	0	0	0	0	3	3	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	47
SIFE	0	ELLs receiving service 4-6 years	37
		Special Education	14
		Long-Term (completed 6 years)	19

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	31	0	0	1	0	0	0	0	0	32
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	2	36	0	5	19	0	7	71
Total	47	0	2	37	0	5	19	0	7	103

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							10	22	13					45
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	10	22	13	0	0	0	0	45

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	35	4					67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	28	37	5	0	0	0	0	70

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

A. Programming and Scheduling Information

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?

1A. The organizational models of this school consist of self-contained, free standing ESL and Transitional Bilingual Education with supplemental push-in services for 6th, 7th, and 8th grade students.

1B. The program models of this school consist of block schedules, where students travel as one group throughout the instructional day. The Transitional Bilingual program is ungraded and consists of a 6th and 7th grade bridge class and a 7th and 8th grade bridge class. Both models are heterogeneous and are comprised of mixed proficiency levels.

2. Teacher Schedules and student programs ensure that the mandated number of instructional minutes is provided and implemented on a consistent basis and are as follows:

2A: Transitional Bilingual Education: In our TBE program, beginning, intermediate, and advanced students receive a scheduled 60 minutes of Native Language Arts (NLA) per day which equates to 300 minutes per week. The TBE program also offers 100 minutes of ESL instruction per day which equate to 500 minutes per week. Finally, a 50 minute block of ELA is provided to the entire class per day, equating to 250 minutes per week of ELA instruction. The Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing.

Free Standing ESL: Intermediate and Advanced students in the free standing ESL program receive 500 minutes per week of ESL instruction that is embedded into the content area of ELA and Social Studies. They as well receive an additional 250 minutes of ELA instruction where the students must process the strategies that were provided during the ESL component of the day.

3: In this school's TBE program, each child in this ungraded, heterogeneous setting of mixed proficiency levels receives instruction in their native language of Spanish by a licensed ESL teacher with a bi-lingual extension. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.

In this school's Freestanding, self-contained ESL program, each child in this heterogeneous setting receives instruction in English, while receiving Native Language Arts support, by a licensed ESL teacher that holds both ESL and ELA content credentials. The program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are

A. Programming and Scheduling Information

used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

4: ELL's are appropriately evaluated through the use of teacher created assessments that are produced in the student's native language, i.e. Spanish by licensed ESL teachers with bilingual extensions. The assessments, in every content area, provide native language formative, ongoing, and summative assessments that gauge student understanding of the content being taught, utilizing the common core standards as anchors. The assessments are scored using a school wide rubric that measures the assimilation of content information in the students native language. Also, the students have the option to take the NYS Math exams in their Native Language to ensure that the content taught is being adequately assessed.

5: This school differentiates instruction for ELL subgroups as follows:

5A: SIFEs- At this point in time, the school does not service any SIFE students but the following will be in place when the need arises. SIFE students will be enrolled in either a TBE or Free-Standing ESL self-contained class where they will be instructed utilizing the above ESL methods and strategies in order to accelerate academic and language development. These include: modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques will be used extensively. Students will be made accessible to first language books in the classroom library. They will take part in a buddy system where SIFEs will be paired with more advanced students and they will also be invited to attend after school and Saturday enrichment programs for further language development. SIFE students will also take part in a pull out instructional period per day where they will be grouped by proficiency level and receive additional instruction to acclimate the students to the scholastic environment as well as provide them more intensive academic as well as social emotional support among their peer group.

5B: ELL NEWCOMERS (less than 3 years) - New comers are enrolled in the TBE program where ESL strategies will be utilized to ensure that the students employ their native language to support the grasping of the English language. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the native language and English. Students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development. During these enrichment courses, the students will be exposed to previous NYS ELA and Math exams so they may become accustomed to their format and language. This is an important enrichment strategy since NCLB now requires ELA testing for ELL's after one year of being enrolled. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in eventually scoring proficient on the NYSESLAT.

5C: ELLs 4-6 YEARS – ELLs that have received services for 4-6 years are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in scoring proficient on the NYSESLAT.

5D: LONG TERM ELLs (Completed 6 Years)- ELLs that have received services at least 6 years are enrolled in this school's

A. Programming and Scheduling Information

Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to hone in on areas where they falter on this exam. The NYSELAT enrichment strengthens the areas the students continue to struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT.

6: ELL-SWD's: The Special Need ELLs are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Through Universal screening, students are also assessed in order to develop grade level appropriate customized instruction. Using the technology program, Destination Reading, which offers practice in phonics, comprehension in text genres, etc., their teachers can assess and assign specific, grade appropriate tasks that develop reading comprehension. Also, through our service learning curriculum with Literacy Inc, students will have the opportunity to learn and share reading strategies. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with more advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT. If a student is in need of a more restrictive setting, said child will be provided Push-In ESL services during the instructional day as well in order to provide reinforcement of the ESL strategies listed above.

7: ELL-SWD LRE: Students take part in a inter-grade buddy system where beginners are paired with more advanced students throughout the year and time is allotted through parallel teaching opportunities where SWD may mainstream into a general education ESL classroom in order to meet their diverse needs in the Least Restrictive Environment possible. ELL-SWD are also invited to attend after school and Saturday enrichment programs for further language development. Grouping is heterogeneous and thus the SWD participate in extra-curricular services in a LRE.

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:

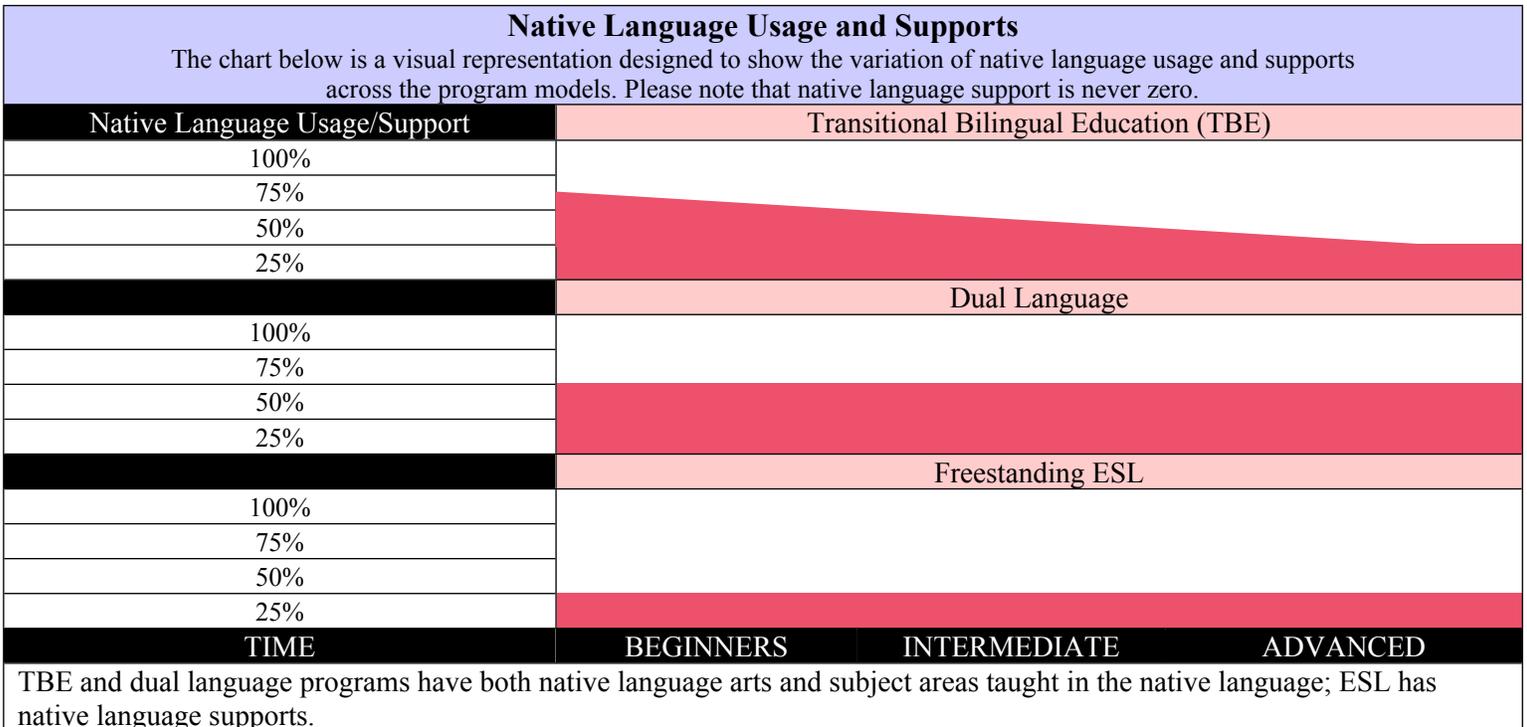
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish.

9: For ELLs that have reached proficiency on the NYSESLAT, they will continue to receive enrichment services to ensure that the transitional period is gradual yet always supportive. Being that the entire school participates in Response to Intervention or R.T.I., former ELLs will also continue to be supported throughout their general content periods to ensure that the ESL strategies they have mastered are continuously used to improve comprehension and continued English Language acquisition. Former ELLs will also be continuously assessed via formative teacher created assessments to ensure that they continue to progress, yet also to monitor for any signs of regression so that further interventions may be put into place. Testing modifications, such as extended time, questions read aloud, listening passages read 3 times or more by teacher, will continue to be in place for two years after this sub group have reached proficiency.

10: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction through the use of parallel teaching. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents.

11: This school is contemplating discontinuing ungraded classes, such as our current TBE program. It is important to provide grade specific TBE programs that focus on specific grade level instructional material. If resources are available, this school would prefer to open graded TBE programs for each grade serviced.

12: All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Science Club, Track Team, Newsletter, and Drama. Community Based Organization, Inwood House, also facilitates an after-school program in which our ELL population takes part in activities such as Basketball, Dance, and Step Team. Saturday Enrichment services are offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction per day.

13: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood. The ELL population as well is exposed to technology such as Smart Boards (interactive black boards), computer stations, and the use of an interactive educational program titled Destination (Math and Reading) which provides reading, math, science and social studies content through the use of guided reading, chunking of text, music, formative assessments and much more, both in English and Spanish, all while aligning to the NYS standards of each content.

14: Native Language support in the TBE program is delivered to beginning, intermediate, and advanced students via a scheduled 60 minutes of Native Language Arts (NLA) per day which equates to 300 minutes per week. They also receive NLA support throughout all content areas as the need arises. Students in the Free Standing ESL program have use of texts and resource materials in their native language which supports the acquisition of the English language. All ELL students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood.

15: All required service supports and resources are both age and grade level appropriate. All ELL classroom libraries have materials that are age appropriate and contain at least 40% of its material in the native language. This resource is leveled based on Lexile and Fountas and Pinell indicators to ensure that each child utilizes materials that are appropriate according to their proficiency level as well.

16: In order to assist newly enrolled ELL students before the beginning of the school year, licensed pedagogues conduct presentations at feeder elementary schools in order to provide ELL information to the student population and their parents. Home visits are conducted as well in order to provide literature to the potential students regarding the programs offered.

17: We currently do not have a language elective option in our school.

C. Schools with Dual Language Programs

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

This school does not have a dual language program and so we are unable to answer the above questions at this point in time.

D. Professional Development and Support for School Staff

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

1. As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs. Teachers of ELLs have all attended the QTELL Building the Base series offered through the Department of Education as a foundational workshop for building best practices among teachers using scaffolding strategies to build academic independence for ELL students. These workshops are conducted by highly trained facilitators who specialize in modeling targeted, practical strategies for participants. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff.

Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data.

In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

2. Our school provides a Buddy System, an Inter-visitation program and a Transitional Program as a means of supporting staff members to assist ELL students as they transition from elementary to middle school. The inter-visitation program allows teachers to visit classrooms of their more experienced colleagues to observe and become familiar with the use of effective ESL instructional strategies. Upon the end of the visit, teachers complete a feedback form to communicate questions and comment on effective techniques. The Buddy System involves pairing newly hired General Education teachers with ESL and Bi-lingual teachers of another grade to learn how to gradually increase the intensity of instructional strategies, specific to teachers' ELL populations. As a means of addressing the social/emotional and cultural adjustments ELL students experience staff members designed a Transitional Program. Components of the program consist of an interactive based program to increase language acquisition as well as a cultural component that celebrates and validates students' various ethnicities.

3. The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network. ELL agendas and minutes are housed in the Assistant Principal's office and minutes are tracked as they accumulate.

E. Parental Involvement

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

1. Parental Involvement at MS 363 takes on many forms:

a: During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

b: In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

c: Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

d: In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September 2011 until June 2012. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

2. This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Literacy Inc (LINC) works to inspire and enlist communities to create a better future for at risk children through early reading success by working with schools, family, businesses, and community partners to create and sustain reading programs that promote emerging literacy skills. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

3. At this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such

School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak languages other than those two languages, a staff member is assigned to utilize telephone translation services in the Parent's native language and assist with the interpretation questions from the survey. Data from respective surveys is analyzed and communicated to staff members who collaboratively work with administration to adjust and revise educational goals.

4. The school's use of parent feedback allows the school to revise current systems of parental engagement, review these decisions and then make strategic adjustments and target specific parent needs that are relevant to our community. If a need arises that seems to be pertinent to a large amount of parents, a workshop or training session will be created to clarify the area of need via the Parent Resource Center. As a result, parents feel valued and encouraged to continue a partnership with the school and cultivate a lasting relationship.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	23	5					32
Intermediate(I)							6	14	3					23
Advanced (A)							24	28	2					54
Total	0	0	0	0	0	0	34	65	10	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	12	7				
	I							2	8	2				
	A							19	30	3				
	P							9	5	0				
READING/ WRITING	B							4	18	8				
	I							8	11	3				
	A							24	16	2				
	P							3	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	17	2	0	32

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7	24	20	4	0	48
8	3	1	0	0	4
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	10		13		10		1		34
7	20		35		2		1		58
8	3		2		0		0		5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	4	7	10	6				
Chinese Reading Test								

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

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

1. To assess the literacy skills of our students, our school uses an in-house reading comprehension rubric. The rubric measures students' reading comprehension skills and matches respective skills to reading levels and a correlating grade. Our school also works in conjunction with the guidance counselors from the elementary feeder schools to retrieve student portfolios which contain student written work and data from early literacy assessments which our school places in students' cumulative records and are housed in an accessible location for teacher teams to analyze and strategically plan based on demonstrated instructional needs. Also, after reviewing our school's ELA Gap analysis, the following performance indicators have been selected to focus on throughout our instruction due to the fact that our students have reached only 40% or less mastery in these areas: interpret data, facts, and ideas from multiple sources, Identify information that is implied rather than stated, Read to collect and interpret data, facts, and ideas, Recognize how the author uses devices, such as simile, metaphor, and personification to create meaning. These performance indicators will be focused on throughout the curriculum in order to promote mastery by June 2012.

2: After reviewing the data that was inputted in the table above, it has been revealed that approximately 70% of the ELL population is at Intermediate or Advanced levels regarding the NYSESLAT in grades 6, 7 and 8.

3: After looking at the NYSESLAT modalities it was determined that almost 80% of students tested are either Advanced or Proficient in all 4 areas, listening, speaking, writing, and reading. Based on this data, instructional strategies are focused on moving students into a mainstreaming program where English is taught at a ratio of 75:25. Instructional decisions implemented by ESL teachers will focus on

enabling students to develop English proficiency through the use of accountable talk and the use of instructional activities such as small group work, reciprocal teaching, and buddy systems which encourage students to use oral academic language that can be transferred to other academic contents.

4A: After reviewing the data that was inputted in the table above, it has been revealed that 70% of the ELL population is at Intermediate or Advanced levels in grades 6, 7 and 8. Regarding the NYS ELA exam, ELL's are faring better in their Native Language compared to exams administered in English. For example, students who took the NYS ELA exam scored at a level 1 compared to scoring a level 2 on the NYS Math exam, which is offered in their native language.

4B: School leadership and teachers utilize item analysis reports to target specific areas of improvement in regards to individual student strengths and weaknesses. Data extracted from both the ITA and ELL predictive assessments will be used to create instructional and differentiated student goals.

4C: Upon completion of the ELL periodic assessment analysis, student data will be reviewed and discussed with the ESL instructors so that the instructional and differentiated strategies may be embedded into the daily curriculum and lesson planning. Native language is used to support English proficiency through materials such as bilingual dictionaries, NLA classroom libraries, and technology enrichment.

5: We do not have a dual language program and thus this question does not apply.

6: The success of the ELL population will be measured via the analysis of summative assessments such as: ITA, ELL Predicative, NYSESLAT, NYSELA and NYSMath. Analysis of qualitative data will also be utilized such as reviewing student work, conferral logs, and individualized learning plans.

Additional Information

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

Part VI: LAP Assurances

School Name: Acad. Personal Lead and Excell			School DBN: 10X363
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angelo Ledda	Principal		10/14/11
Marisa Campbell	Assistant Principal		10/14/11
Tamara Rosado	Parent Coordinator		10/14/11
Taylor Strack	ESL Teacher		10/14/11
	Parent		
Roxanne Batista	Teacher/Subject Area		10/14/11

School Name: Acad. Personal Lead and Excell

School DBN: 10X363

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X363 **School Name:** Academy for Personal Leadership and

Cluster: 109 **Network:** CFN 109

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All parent information letters are sent out in English, Spanish and French. Any parent conference held has an interpreter if necessary. By analyzing the home language surveys, we were able to determine the translation services needed.

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 of October 31st, our ELL population is 36.27%. Our Spanish only speaking parent population is 67%. Through the Parent Coordinator Newsletter and SLT, the findings were shared with the entire school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written translations are provided in-house and via the NYC DOE translation services. Any parent meeting, SLT meeting, parent workshop is conducted in both English and Spanish for all in attendance. Any parent meeting that is held, whether discipline conference, academic conference, IEP meeting etc. A one on one translator is present for the duration of the meeting. In house staff is used for this translation and when parent teacher conference are held, in school staff remains for the translation. Both the Parent Compact and the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them.

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.

All conferences have a translator as needed.
All assemblies are conducted in English and Spanish.
All translations are done in-house.
Any parent meeting that is held, whether discipline conference, academic conference, IEP meeting etc. A one on one translator is present for the duration of the meeting. In house staff is used for this translation and when parent teacher conference are held, in school staff remains for the translation. Both the Parent Compact and the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them.

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>.

By creating all documents in English, Spanish and French Both the Parent Compact and the School Safety Plan are translated into Spanish and French for any parent or staff member who requests them..

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 363	DBN: 10x363
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

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:

MS 363 will be using Title III LEP funds to create two distinct supplemental programs. The first session will be held on Mondays and Wednesdays beginning December 3, 2012 and ending on January 30, 2013. The program will run from 3:30pm - 5:30pm on those days for 2hrs x 12 days for a total of 24hrs. This program is geared towards students in three categories: (1) Students who will be taking the New York State English Language Arts Exam for the first time; (2) Students who scored either a Level 1 or a Low Level 2 on the ELA Exam; and (3) Students who are new comers and scored at the Beginning Level of the LAB-R or were unable to test on the LAB-R. The first two groups will be working with Finish Line Comprehension Skills by Continental press. We chose this program because it reviews eight key reading skills by using high-interest, real-world reading selections which include classical literature and poetry. It also contains carefully designed exercises to help students develop higher-order reading strategies. From the eight reading strategies, we will be focusing on five; main idea, cause and effect, compare and contrast, inferences, and author's purpose. We have chosen these particular skills because these are the skills, that based on assessments we do have, the students are lacking. These are also the elements which are prevalent on the state assessments. For the students in classes 701 and 801 we had to choose materials one level lower based on their NYSESLAT levels and for the students in 704 and 804 we are able to use the materials on grade level. For the students who are in the third category, who are primarily newly arrived 6th graders, we will be using Practice Exercises in Basic English - Level D. This series is designed for ELLs who need extra support in basic grammar, usage and word study skills where appropriate the exercises are aligned to the Common Core State Standards. The book uses single skill focus for remediation and intervention with a mini-lesson which includes examples and/or reminders to introduce each lesson. Also the skills are repeated in a variety of formats so students learn and can retain information with reviews presented throughout and at the end for reinforcement. Since the students who will be using this book are at the very low beginning level on the LAB-R we determined that beginning with the fourth grade text was more appropriate. The work is still high-interest yet low level. This program will be taught by four (4) highly qualified ESL/Bilingual certified teachers and a supervisor will be needed due to the time and duration of the program and there will be no simultaneous programs taking place in which there is an administrator present.

The second session of our Title III program will run from February 25, 2013 and end on March 20, 2013. This program will also be Mondays and Wednesdays from 3:30pm - 5:30pm for 2hrs x 8 days for a total of 16hrs. For this program the students will be divided by grade (6th, 7th & 8th). This program will focus on promoting success on the NYSESLAT, supporting curricular goals and helping students overcome daily language barriers. The program will emphasize the four language modalities as assessed by the NYSESLAT. For this program we will be using Contintal Press' Empire State NYSESLAT which is designed to replicate each section of the NYSESLAT and created to familiarize the students with that particular state assessment. This program will be taught by three (3) highly qualified ESL/Bilingual certified teachers. A supervisor will be needed to oversee the program because of the time and length of the program and as there will be no other supervisor available in the building a supervisor is a necessity.

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:

Professional Development will be provided to all staff and will focus on differentiation and scaffolding instruction for ELLs. It will focus on the QTEL strategies and will be delivered throughout the year during Professional Development days for staff. There will also be hybrid presentations done during Thursday staff meeting days which are held after school. Since the Assistant Principal is QTEL certified and a former ELL Instructional Support Specialist she is qualified to present and deliver this type of staff development and therefore no Title III monies will be needed to fund professional development and the monies can be used on student materials.

The QTEL materials that will be used will not only be the materials that is given out by the QTEL & WestEd's Team but materials that was created by the Region One ELL Team and QTEL Director during the Middle School Study done by Region One and headed by our current Assistant Principal who was that team's QTEL Director.

The lessons that were created and will be presented were a hybrid between QTEL and LCI focusing not only on the scaffolding and differentiation strategies for ELLs but also on creating lesson plans with Essential & Guiding Questions to lead instruction. The PD will deal with the 3 Moments in the Teaching of Reading - Preparing The Learner, Interacting with the Text and Extending Understanding; therefore almost all of the scaffolding strategies will be addressed as they pertain to the particular lesson being introduced and experienced by the teachers. Under each "Moment" the strategy used will be dependent on the goals of the teachers but under Preparing the Learners some of the scaffolding types that can be addressed are modeling, bridging, schema building & metacognitive development. Under Interacting with the Text the strategies that can be used are schema building text-representation, metacognitive development & bridging. With Extending the Understanding some of the strategies can be contextualization, metacognitive development, bridging & schema building. As you are aware the various tasks used to implement the various strategies can fall under different "Moments." Therefore, at any given time during the presentations anywhere from 3-5 strategies can be addressed and 4 - 5 tasks can be introduced and deconstructed so that teachers can implement in lesson development.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Based on conversations with the parents, we have decided to have a Parent ESL program twice a week during the day for 9 days for two (2) hours each day beginning in December for a total of 18hrs. We will be using Pearson Longman's series Side by Side which is an all skills program which integrates conversation practice, reading, writing and listening in a fun and easy format that has proven to be successful. The program will provide the parents with a vocabulary preview in every chapter along with pronunciation exercises which will provide models for practicing authentic pronunciation, stress and intonation. The parents have already been notified by the Parent Coordinator and the Assistant Principal in charge of ELLs during a parent meeting and those interested will be signing up with our Parent Coordinator. We have contracted a highly qualified retired ELA teacher who has a Bilingual Extension to teach the class at Per-session rate. Since this program will be running during the school day no supervisor will be needed to oversee the program. This program will lead into a separate program for Adult ESL that the Parent Coordinator is organizing in conjunction with an outside organization that is slated to begin in January or February and will be free of cost to the school.

Part E: Budget

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

Allocation Amount: \$

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

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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		