



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SATELLITE III MIDDLE SCHOOL
DBN (i.e. 01M001): 13K103
Principal: BEATRICE THOMPSON
Principal Email: BTHOMPS@SCHOOLS.NYC.GOV
Superintendent: BARBRA FREEMAN
Network Leader: MEGHAN KELLEY

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 (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Beatrice Thompson	*Principal or Designee	
Eric Nicholson	*UFT Chapter Leader or Designee	
Terese Dixon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Taheesha Anderson-Watson	Member/ SLT - Parent	
Silas Clarke	Member/ SLT - Parent	
Lisa Locke	Member/ SLT - Parent	
Gillian Edwin	Member/ SLT - Teacher	
Marjorie Wright	Member/ SLT - Teacher	
Rhenaye Hornsby	Member/ SLT – CSA-Principal Designee	
Rebecca Stevens	Member/ SLT – Parent	
Karima Massamba	Member/ SLT - Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Common Core Standards and Implementation (OI 1.1,1.2, 1.4, 2.2, 3.4., 4.2, 5.1)

By June 2014, 100% of core instructional staff members will align units of study and daily lessons with the Common Core Learning Standards (CCLS) and their corresponding shifts. Teachers will focus special attention to developing lessons which engage students, support academic vocabulary, and are rigorous and relevant. Using last year's work as a frame, each core teacher (ELA, mathematics, science, and social studies), and teacher teams will revise and refine their 2012-2013 units of study to include and further implement well-developed Common Core units and lessons that:

- **Include the skills outlined in the relevant Common Core shifts**
- **Are well aligned and integrated into each department's year long scope and sequence**
- **Assess student learning with rigorous and relevant performance tasks matched to a MoSL aligned rubric.**

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

At the start of the 2012 and 2013 school years we began and developed the process of aligning our instructional program to CCLS, so that our students would be better prepared to meet the expectations of the rigorous CCLS curriculum, which would enable them to be college and career ready. After reviewing our most recent data inclusive of our Progress Report, New York State Assessments, After School Program data, Individual Student Progress Reports, Baseline results, Inquiry findings, student assessments, and low inference teacher observation feedback data, a need for further development and support in the areas of planning and execution, which implements the Common Core shifts is needed.

Data from our Progress Report shows that overall our students made gains in progress for ELA and math; however, showed declines in performance in ELA and math (indicated in the charts below). Our analysis of students' itemized formative and summative results revealed that students need structured support in the areas of academic vocabulary, basic skills (math), rigorous tasks, and stamina.

Student Progress on State Exams

	2012-2013%		2011-2012%		2010-2011%
Median Overall English Growth	60.5	+5.	55.0	-1.	56.0
		↑			
English Growth Lowest 1/3	79.0	+15.	64.0	+5	63.5
		↑		↑	
Median Overall Math Growth	61.0	+19.	42.0	-12.	54.0
		↑			
Math Growth Lowest 1/3	71.0	+21.	50.0	+11.	61.0
		↑		↑	

Student Performance on State Exams

	2012-2013%		2011-2012%		2010-2011%
English % at levels 3 & 4	11.1	-10.8	21.9	+3.3	18.6
				↑	
English Average Student Proficiency	2.2	-.38	2.58	+0.06	2.52
				↑	
Math % at levels 3 & 4	6.1	-19.7	25.8	-7.9	33.7
Math Average Student Proficiency	2.02	-.62	2.64	-.08	2.72

Further development and alignment of our pacing and curriculum maps with the 2013 -2014 NYC Citywide Instructional Expectations is expected to show an increase in students' comprehension and application of CCLS, resulting in increased performance outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. All instructional staff members will utilize portions of their department and grade level common planning periods (common planning time is built into the school day) to revise, develop, and customize their units of study (inclusive of Code X and CMP3 curriculums) and lessons to include and implement well developed Common Core lessons aligned to the CCLS. Lessons will be inclusive of differentiated strategies to meet the specific needs of our identified subgroups (IEP, ELL, male, lowest 1/3, high Level 2 performers, and Level 3 and 4 performers), and individual students.**
- 2. Department teams will utilize established protocols to examine past and present student work and, summative and formative testing results to understand gaps in student knowledge or skill, and inform the ongoing revisions of their instructional lessons for the 2013 – 2014 SY.**
- 3. School leadership and network achievement coaches will provide targeted CCLS professional development opportunities to further support instructional shifts for ELA, mathematics, science, and social studies teachers. In addition, administration and teacher teams will attend required and select suggested on and off-site P.D. relating to: CCLS development, implementation and assessment, Scholastic's Code X, and Pearson's CMP3.**
- 4. Core subject teachers and teacher teams will engage in inquiry and utilize students' assessment data; other rubric based formative, summative, and interim assessments to identify patterns and trends relating to individual and subgroups of students' performance relating to CCLS and their corresponding skills/indicators to support lesson development and differentiation.**

B. Key personnel and other resources used to implement each strategy/activity

- 1. All teachers and teacher teams (ELA, Math, Science, Social Studies, Arts, IEP, ESL, and Physical Education and Health)**
- 2. All teachers and teacher teams (ELA, Math, Science, Social Studies, Arts, IEP, ESL, Physical Education and Health, Inquiry, RTI, and Cabinet**
- 3. Principal, Assistant Principal, Teacher Leaders, Network Achievement Coaches, off-site P.D. opportunity facilitators**
- 4. All teachers and teacher teams (ELA, Math, Science, Social Studies, Arts, IEP, ESL, Physical Education and Health, Inquiry, and RTI**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Administration, network coaches, and teacher leaders will review each teacher's curriculum map and monthly adjustments to ensure alignment with CCLS and shifts, and differentiation for subgroups and individual students. Administration will also utilize the observation process (Danielson Framework for Teaching) to assist instructional staff in delivering lessons aligned to CCLS, inclusive of differentiated strategies.**
- 2. Teacher and administrative teams will analyze students' formative results (baseline and monthly benchmarks, our MoSL, projects, tasks, quizzes, report cards, progress reports, etc.), to specifically modify their daily lessons to support students' sustained achievement.**
- 3. Teachers will complete monthly surveys identifying and reflecting on P.D.. Administration will conduct focused observations to ensure that professional development topics are implemented into lessons.**
- 4. Teacher and administrative teams will analyze students' weekly and monthly formative and summative results (baseline, monthly benchmarks, our MoSL, projects, tasks, quizzes, report cards, progress reports, etc.) and adjust their instructional maps and lessons, AIS and enrichment supports based on this data.**

D. Timeline for implementation and completion including start and end dates

- 1. During weekly individual and team teacher common planning periods(common planning and P.D. periods are built into the school-wide program), and via formal and informal observation feedback**
- 2. During weekly individual and team teacher common planning periods(common planning and P.D. periods are built into the school-wide program), and via formal and informal observation feedback**

3. During mandated, prescribed, and suggested P.D. opportunities provided by, Scholastic, Pearson, Administration, our Network, and the DoE.
4. During weekly individual and team teacher common planning periods(common planning and P.D. periods are built into the school-wide program), and via formal and informal observation feedback

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week. Unit maps and lessons will be evaluated weekly during cabinet and/or RTI meetings (1 period a week, every other week/bi monthly). Teachers and administration will utilize resources and materials relating to: Universal Design for Learning strategies, Hess’ Rigor Matrix, and DoK.
2. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week.
3. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week. Unit maps and lessons will be evaluated weekly during cabinet and/or RTI meetings utilizing the Danielson Framework, Common Core Library, UDL strategies, Hess’ Rigor Matrix, and DoK. City-wide baseline and benchmark, and school-wide midterm, and monthly writing analysis require a team of 5 teachers to meet every month 1 day a month X 9 months for a two hour session at the per-session rate. In addition, teachers receive a monthly, and year-end incentive rewards for completing instructional tasks, attending P.D., and showing sustained student growth.
4. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week. All core teachers are programmed for a shared 90 minute P.D. block once a week. Students and teachers will receive incentives to demonstrate ongoing, sustained growth.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

To increase parent involvement by:

- Implementing a curriculum aligned to the Common Core State Learning Standards;
- provide a workshop opportunities for parents to better understand our school’s progress report and its relationship to the CC;
- provide parents with workshops and resources to better utilize ARIS;
- providing CCLS workshops for parents and community members;
- provide incentives for parents to participate in CCLS initiatives.

Budget and Resource Alignment

Indicate using an “X” 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
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List any additional fund sources your school is using to support the instructional goal below.

Tax Levy Fair Student Funding and Title I funds will continue to be used to fund 6 full time core curriculum teachers (5 general education teachers and 1 special education teacher), and 2-5 partially funded teachers and instructional support staff. Teachers’ common planning times will be included into the daily program, and inclusive of afterschool and Saturday P.D. sessions to continue the work of aligning CCLS shifts and the 2013-2014 CIE with students’ assessment data into our curriculum and lesson planning. The funding will also be used for consumables, trade books and resources, additional guidance services, instructional materials and, hardware and software to support CCLS implementation.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Developing Literacy Skills Aligned to the Common Core (OI 1.1, 2.2)

By June 2014, ELA, Social Studies, and science teachers will emphasize tasks which require students to experience rigorous and relevant instruction, inclusive of the Common Core instructional shifts for literacy, and our school-wide foci.

- 100% of ELA, Social Studies, and Science teachers will incorporate building knowledge through content-rich non-fiction, and informational texts into their units of study and lessons.
- 100% of ELA, Social Studies, and Science teachers will incorporate CCLS aligned task which require students to use evidence from text when reading, writing, and during discussions.
- 100% of ELA, Social Studies, and Science teachers will provide students with lessons inclusive of complex texts and its academic vocabulary.
- 100 % of ELA, Social Studies, Science, and Arts teachers will provide students with lessons inclusive of our school-wide foci of: Academic language development, and connecting learning to experience.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of our recent State assessment data shows an overall increase in ELA student progress, especially in the area of closing the achievement gap as shown in the chart below.

State Exam Scores by Grade

	2012-2013%		2011-2012%		2010-2011%
English average student proficiency <u>6th</u> Grade			2.46		
English percent of students at level 3 or 4 <u>6th</u> Grade			21.4	+4.4 ↑	17.
English median adjusted growth percentile <u>6th</u> Grade			45.0		
English average student proficiency <u>7th</u> Grade	2.27	-0.36	2.63		
English percent of students at level 3 or 4 <u>7th</u> Grade	16.4	-7.4	23.8	+3.8 ↑	20.
English median adjusted growth percentile <u>7th</u> Grade	73.5	+7.5 ↑	66.0		
English average student proficiency <u>8th</u> Grade	2.15	-0.50	2.65		
English percent of students at level 3 or 4 <u>8th</u> Grade	7.2	-13.3	20.5	+4.5 ↑	16.
English median adjusted growth percentile <u>8th</u> Grade	48.5	-4.5	53.0		

Closing the Achievement Gap – Percent at Level 3 or 4

	2012-2013%		2011-2012%		2010-2011%
English – Self-Contained	0.0	0	0.0	0	0.0
English – Special Education Teacher Support Services (SETSS)	23.1	+7.3 ↑	15.8	+15.8 ↑	N/C

Closing the Achievement Gap Percent at 75th Growth Percentile or Higher

	2012-2013%		2011-2012%		2010-2011%
English English Language Learners	53.8	+41.3 ↑	12.5		N/C
English Lowest Third Citywide	46.8	+18.9 ↑	27.9	-7.4	35.3
English Self-Contained/ICT/SETSS	69.2	+30.7 ↑	38.5	-12.9	51.4
English Black and Hispanic Males in Lowest Third Citywide	50.0	+21.4 ↑	28.6	-2.4	31.0
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.14	-.18	.32	+0.05 ↑	.27
English Language Learner Progress	35.3	+35.0 ↑	.22		N/C

Our internal school-wide data shows students in grade 7 (our current 8th grade students), showed an increase in performance between two CCLS aligned rubric based assessments. However, low inference classroom observations and feedback revealed that the majority of teachers' daily lesson tasks and questions were at basic levels of the DoK, and Hess' Rigor Matrix.

To continue our trend of student progress in ELA, prevent the slippage of those students performing on and above grade level; increase the performance levels of those students performing below grade level, we will continue our ongoing analysis of formative and summative data. Student performance and teacher observation data will be used to better plan and execute units of study, daily lessons, AIS and enrichment opportunities, and, P.D. and coaching opportunities for instructional staff members. In addition, we will utilize the Scholastic Code X CCLS aligned curriculum and supporting resources to ensure better alignment with the common core standards and standards based instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Administrators will work with teachers to further customize the Code X curriculum, state, and DoE units of study aligned to CCLS for the purpose of incorporating multiple entry points for our students and subgroups to practice and develop their proficiency with regard to the Common Core shifts in literacy, and our school-wide foci.**
- 2. To develop and execute effective units of study and daily lessons, individual and teacher teams will utilize the inquiry process to ensure each unit addresses targeted individual and sub-groups of students; incorporate differentiated instructional strategies to meet students' needs.**
- 3. Teachers will work in teams with administration and network achievement coaches to develop and align CCLS and shifts in ELA to units of study, which incorporate opportunities for students to practice standards based applications and skills.**
- 4. Teachers, students, and parents (when applicable) will conference to review students' monthly progress and plan for next steps.**

B. Key personnel and other resources used to implement each strategy/activity

- 1. Principal, Assistant Principal, ELA, Science, Social Studies, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitators, Scholastic and Code X resources**

2. Principal, Assistant Principal, ELA, Science, Social Studies, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitators, Scholastic and Code X resources
3. Principal, Assistant Principal, ELA, Science, Social Studies, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitators, Scholastic and Code X resources
4. Administration, teachers, students, and parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators, network coaches, and teacher leaders will work together to ensure units of study and daily lessons incorporate ELA Common Core shifts, and our school-wide foci. Teachers will be observed and provided with focused feedback utilizing the Danielson Framework for Teaching, and given focused feedback and coaching to better plan and execute instruction during their individual and common planning times.
2. In addition to #C1, administrators, network coaches, individual teachers, and teacher teams will customize and, develop tasks and assessments aligned to CCLS by utilizing CCLS resources. Teacher and administrative teams will analyze students' formative, summative, and interim data to identify trends and patterns of understanding and application, and plan for next steps during individual and team common planning periods.
3. Individual teachers, teacher teams, and administration will attend targeted P.D. opportunities to support the Code X curriculum and CCLS for literacy implementation. During common planning and individual planning periods teachers and administration will review student work products and their corresponding tasks. A protocol and rubric will be used to rate the quality of tasks student work, identify trends, and incorporate adjustments to improve students' outcomes.
4. Teachers and students will conference monthly to review students' progress and plan for next steps.

D. Timeline for implementation and completion including start and end dates

1. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
2. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
3. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
4. During scheduled conference time within the block program (a minimum of 1 conference per month)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week. Unit maps, lessons, tasks, and assessments will be evaluated weekly during cabinet (x1 period per week) and/or RTI (x1 period, every other week/bi monthly) meetings, which will require ongoing resources and materials pertaining to the Danielson Framework, UDL strategies, Hess' Rigor Matrix, and DoK. In addition, monthly benchmark exams will be closely monitored for adherence to CCLS alignment, and subgroup's sustained progress and performance. Teachers and administrators will attend off-site P.D. opportunities during the: Summer months (requiring per-session), school day (requiring a substitute teacher); after-school (requiring per-session); and Saturdays (requiring per-session), at a projected rate of 3 paraprofessionals, 7 teachers and 2 administrators (for approximately 4 school days for 10 months at the substitute teacher rate; and 3 hours per month x 6 teachers and 2 administrators at the per-session rate).
2. Teachers, administrators, network coaches, and teacher teams will attend required and select suggested on and off-site P.D.; and utilize ARIS Learn, Common Core Library, EngageNY, Scholastic Code X, Measuring up online and Text, and iZone resources and technology (requiring tech hard and software, licenses, consumables, resource, and materials support).
3. Teachers, administrators, network coaches, and teacher teams will attend on and off-site P.D. and utilize ARIS Learn, EngageNY, Scholastic Code X, Measuring up online and Text, iZone resources, and inquiry protocols to plan and further develop prepackaged units (Code X, Engage NY, and CC Library units) and lesson based on formative and summative school-wide data. In addition, students not meeting benchmark targets will receive AIS services (After school and Saturday AIS academies, enrichment clubs, and incentives requiring per-session rate for x4 teachers and x1 administrator for 6 hours per week, for 9 months, and 3 paraprofessionals for x4 hours per week at the per-session rate for 9 months).
4. Teachers and administrators will review students' monthly progress and prepare progress reports for students and parents. Teachers will meet

with each student to review their progress and plan for next steps. Each student will maintain a portfolio in each class which will highlight their performance over time, and show their progress toward meeting their benchmark goals. Students and teachers will receive monthly and end of year incentives to continue and maintain their progress.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To increase parent involvement by:

- Providing A.M. and P.M. CCLS literacy workshops;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom literacy activities;
- provide incentives for students and parents to participate in conferencing.

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding (Tax Levy), supervisor per-session, teacher per-session, **consumables are used to support this goal inclusive of the following:**

- **Teacher programs have been arranged to support grade and department meetings = Budget FSF Title 1 - 5%**
- Supervisor and teacher per session for after school programs and differentiated professional development = **Budget FSF(fair student funding)**
- Additional guidance services to support the at-risk learner = **Budget FSF; Title 1 - 5%**
- Curriculum and staff development provided by consultants = **Title 1 - 5%**
- Participation in CFN Professional Development = **Title 1 - 5%**
- CFN achievement coach
- Professional instructional materials to support curriculum development during the school day and extended programs = **TL NYSTL; FSF**
- Instructional materials and software for use during the school day and extended day programs = **TL NYSTL software; Textbooks**
- Student, teacher, and parent incentives – inclusive of trips, celebrations, food vouchers, gift certificates, technology devices = **TL NYSTL Hardware; TL SWP**

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Developing Mathematics Skills Aligned to the Common Core (OI – 1.1, 2.2)

By June 2014, our Mathematics teachers will emphasize tasks which require students to experience rigorous and relevant instruction inclusive of the Common Core instructional shifts for mathematics, and our school-wide foci; 80% of students will show an increase in performance levels between a Fall and Spring task.

- 100% of math and IEP teachers will focus strongly where the mathematics standards focus on students' tasks and assignments.
- 100 % of math and IEP teachers will incorporate coherence, and provide students with tasks and activities to think across grades, and link to major topics within grades.
- 100% of math and IEP teachers will incorporate rigor into their daily lessons, requiring students to develop, practice, and demonstrate

mathematical fluency, application, and deep understanding.

- 100% of math and IEP teachers will provide students with lessons inclusive of our school-wide foci of: Academic language development and connecting learning to experience.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of our recent State assessment data shows an increase in students’ overall mathematics progress, especially in the area of closing the achievement gap as indicated in the charts below.

State Exam Scores by Grade					
	2012-2013%		2011-2012%		2010-2011%
Mathematics average student proficiency <u>6th</u> Grade			2.40		
Mathematics percent of students at level 3 or 4 <u>6th</u> Grade			14.1	-5.9	20.
Mathematics median adjusted growth percentile <u>6th</u> Grade			17.0		
Mathematics average student proficiency <u>7th</u> Grade	1.92	-82	2.74		
Mathematics percent of students at level 3 or 4 <u>7th</u> Grade	3.2	-30.1	33.3	-6.7	40.
Mathematics median adjusted growth percentile <u>7th</u> Grade	61.0	-3.	64.0		
Mathematics average student proficiency <u>8th</u> Grade	2.09	-69	2.78		
Mathematics percent of students at level 3 or 4 <u>8th</u> Grade	8.2	-22.3	30.5	+8.5 ↑	39.
Mathematics median adjusted growth percentile <u>8th</u> Grade	61.0	-10.	51.0		

Closing the Achievement Gap – Percent at Level 3 or 4					
	2012-2013%		2011-2012%		2010-2011%
Mathematics – Self-Contained	0.0	-8.7	8.7	+4.7 ↑	4.0
Mathematics – Special Education Teacher Support Services (SETSS)	7.7	-8.1	15.8	+15.8 ↑	N/C

Closing the Achievement Gap Percent at 75 th Growth Percentile or Higher					
	2012-2013%		2011-2012%		2010-2011%
Mathematics English Language Learners	47.1	+22.1 ↑	25.0		N/C
Mathematics Lowest Third Citywide	39.3	+15.8 ↑	23.5	-4.8	28.3
Mathematics Self-Contained/ICT/SETSS	38.5	0.	38.5	-3.6	42.1
Mathematics Black and	44.9	+16.5 ↑	28.4	+3.4 ↑	25.0

Hispanic Males in Lowest Third Citywide					
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Our internal school-wide data shows students in grade 7 (our current 8th grade students) met our 2012-2013 CEP goal of 70% of students effectively demonstrating evidence of fluency, application, and conceptual understanding in mathematics, by showing an increase in performance between two CCLS aligned rubrics based mathematics assessments. However, low inference observation and feedback data revealed that the majority of teachers' tasks and questions were at basic levels of the DoK, and Hess' Rigor Matrix. Our summative data shows although students and subgroups are making progress, we are unable to make or sustain performance results for mathematics.

To prevent further slippage for those students performing on and above grade level, and increase the performance levels of those students performing below grade level, we will continue our ongoing analysis of formative and summative data. Item/skill analysis will assist us in planning better aligned lessons and AIS for subgroups of students. Student performance and teacher observation data will be used to provide teachers with targeted coaching and support relating to CCLS aligned instruction. In addition, we will utilize the Pearson CMP3 CCLS aligned curriculum and supporting resources to ensure better pedagogy and alignment with the common core standards and standards based instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Administrators will work with teachers to customize CCLS curricula and units of study to incorporate multiple entry points for students to practice and develop their proficiency with regard to the Common Core shifts in mathematics, and our school-wide foci.**
- 2. To develop and execute units of study and daily lessons, individual and teacher teams will utilize the inquiry process to ensure each unit addresses targeted individual, and sub-groups of students, and incorporate differentiated instructional strategies to meet students' skill and application needs.**
- 3. Teachers will work in teams with administration and network achievement coaches to develop and align CCLS and shifts in mathematics to units of study which incorporate opportunities for students to practice standards based applications and skills.**
- 4. Teachers, students, and parents (when applicable) will conference to review students' monthly progress and plan for next steps.**

B. Key personnel and other resources used to implement each strategy/activity

- 1. Principal, Assistant Principal, Math, Science, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitators, Pearson and CMP3 resources**
- 2. Principal, Assistant Principal, Math, Science, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitators, Pearson and CMP3 resources**
- 3. Principal, Assistant Principal, Math, Science, IEP, ESL, and Health, and Arts teachers, teacher teams, Network Achievement Coaches, on and off-site P.D. Facilitator, Pearson and CMP3 resources**
- 4. Administration, teachers, students, and parents**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Administrators, network coaches, and teacher leaders will work together during teachers' common planning periods to ensure units of study and daily lessons incorporate Common Core shifts in mathematics, and our school-wide foci. Teachers will be observed and provided with focused feedback and coaching, based on low inference data; utilizing the Danielson Framework for Teaching, to better plan and execute instruction.**
- 2. In addition to #C1, administrators, network coaches, individual teachers, and teacher teams will utilize, customize, and develop tasks and assessments aligned to CCLS by utilizing CCLS aligned resources, materials and curricula, inclusive of Pearson's CMP3. Teacher and**

administrative teams will analyze students' formative, summative, and interim data to identify trends and patterns of understanding and application, and plan for next steps during individual and team common planning periods.

3. Individual teachers, teacher teams, and administration will attend targeted P.D. opportunities to support CCLS in mathematics, and specifically ongoing P.D. provided by Pearson for CMP3 implementation. During common planning and individual planning periods teachers and administration will review student work products, and their assigned tasks to ensure tasks align to students' needs as indicated by benchmark and formative assessment data.
4. Teachers and students will conference monthly to review students' progress and plan for next steps.

D. Timeline for implementation and completion including start and end dates

1. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
2. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
3. During weekly common planning periods (common planning periods are built into the school-wide program, and via observation feedback
4. During scheduled conference time within the block program (a minimum of 1 conference per month)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers meet with administration and/or network coaches during their weekly common planning periods. Each teacher has 2 assigned common and/or individual planning periods per week. Unit maps, lessons, tasks, and assessments will be evaluated weekly during cabinet (x1 period per week) and/or RTI (x1 period, every other week/bi monthly) meetings, which will require ongoing resources and materials pertaining to the Danielson Framework, UDL strategies, Hess' Rigor Matrix, and DoK. In addition, monthly benchmark exams will be closely monitored for trends and gaps within subgroups. Teachers and administrators will attend off-site P.D. opportunities [Summer months (requiring per-session), school day (requiring a substitute teacher); after-school (requiring per-session); and Saturdays (requiring per-session), at a projected rate of x2 teachers and x2 administrators for: approximately x4 school days for 10 months at the substitute teacher rate; and 3 hours per month x2 paraprofessionals, x2 teachers, and x2 administrators at the per-session rate].
2. Teachers, administrators, network coaches, and teacher teams will attend required and select suggested on and off-site P.D. and utilize ARIS Learn, Common Core Library, EngageNY, Pearson and CMP3 curriculum and resources, Measuring up online and Text, iZone (tech, license, consumables, resource, and materials support)
3. Teachers, administrators, network coaches, and teacher teams will attend on and off-site P.D. and utilize ARIS Learn, EngageNY, Pearson's CMP3, Measuring up online and Text, iZone resources, and inquiry protocols to customize prepackaged units and lesson based on our formative and summative school-wide data. In addition, students not meeting benchmark targets will receive AIS services (After school and Saturday AIS academies, enrichment clubs, and incentives requiring per-session rate for x4 teachers and x1 administrator for 6 hours per week, for 9 months, and 3 paraprofessionals for 4 hours per week at the per-session rate for 9 months).
4. Teachers and administrators will review students' monthly progress and prepare progress reports for students and parents. Teachers will meet with each student to review their progress and plan for next steps. Each student will maintain a portfolio in each class which will highlight their performance over time, and show their progress toward meeting their benchmark goals. Students and teachers will receive monthly and end of year incentives to continue and maintain their progress.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To increase parent involvement by:

- Offer additional support, resources, and workshops outlining the CCLS and their corresponding shifts, and strategies parents can utilize to reinforce instruction;
- provide monthly CCLS mailings to parents
- Providing A.M. and P.M. CCLS mathematics workshops;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom mathematics activities;
- provide incentives for students and parents to participate in conferencing.

Budget and Resource Alignment

Indicate using an “X” 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
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List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding (Tax Levy, supervisor per-session, teacher per-session, supplies and materials are used to support this goal inclusive of the following:

- Comprehensive materials; instructional supplies; technology; consumables**
- Supervisor per session and Teacher per session for after school programs and differentiated professional development = Fair Student Fair
 - Additional Guidance services to support the at-risk learner = Fair Student Funding
 - Curriculum and staff development provided by consultants and Network Achievement Coaches = Title 1 SWP
 - Professional instructional materials to support curriculum development during the regular school day = TL NYSTL Textbook ; Fair Student Funding
 - Instructional materials, hardware, and software for use during the day school and extended day programs. = Budget TLNYSTL Textbooks; TL NYSTL

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teacher Support and Training (QI 1.2, 4.1,4.2)

By June 2014, we will improve teacher effectiveness by fully implementing components of the Advance (new teacher evaluation system); and utilize the Charlotte Danielson’s *Framework for Teaching* to support Common Core-aligned instruction, by conducting short frequent cycles of classroom observations, and providing feedback using a prescribed rubric that articulates clear expectations for teacher practice.

- 85% of teachers will show improvement within or above Highly Effective, Effective, Developing, and Ineffective practice parameters measured by Fall and Spring self-reflections, and written feedback provided by school leaders.
- All teachers will be visited informally at least every two weeks, and as per option (1 or 2) agreed upon during initial planning conferences between each teacher and an administrator. In addition, teachers will be provided with targeted feedback in a timely manner as per data generated by the Advance web application.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

During the 2012 -2013 SY, the implementation of the CCLS, the 2012-2013 CIE, and the introduction of the Danielson framework as a tool for teacher evaluation, assisted us in developing structures to support teachers in the areas of aligning their instructional practice to specific components (1e, 3b, and 3d) of the Danielson framework. With targeted support from DoE talent coaches and network staff, and targeted P.D., we began the transition of focusing teacher pedagogy and student outcomes around the framework.

An analysis of teachers’ self-evaluations, feedback, and student assessment data from the last school year (2012-2013 SY), inclusive of targeted support visits by DoE talent coaches, and low-inference observations conducted in the beginning of this school-year, show that teachers still require ongoing targeted support. Teachers require support and resources to develop and execute quality (effective and highly effective) instruction, and

tasks aligned with the Danielson Framework and CCLS shifts.

As a phase-out school in our final year, our entire teacher staff consists of tenured pedagogues. It is important for them to develop a portfolio showing their continued growth with regard to MoTP (*Measures of Teacher Practice*) and MoSL (*Measures of Student Learning*) outcomes to be marketable when applying for positions next school year. In addition, providing actionable feedback, coaching, support, and ongoing P.D. opportunities aligned to the Danielson Framework will assist our school community to maintain our trend of increased student progress, and raise and sustain student performance; ensure all of our students are ready for high school by June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1. Leadership will provide and suggest ongoing P.D. opportunities for teachers to better familiarize themselves with Charlotte Danielson's Framework for Teaching and its components, MoTP (Measures of Teacher Practice), MoSL (Measures of Student Learning), and the observation and feedback cycle options. In addition, leadership will attend ongoing P.D. opportunities provided and suggested by our Network, CSA, DoE, and utilize other resources to better familiarize ourselves with the Danielson's Framework for Teaching, its components, MoTP (Measures of Teacher Practice), MoSL (Measures of Student Learning), and the observation, feedback and HEDI scoring process.**
- 2. Teachers will complete initial, midyear, and final self-assessments to review, revise, and develop next steps for meeting their personal and identified goals, which were developed during their Initial Planning Conferences in September 2013.**
- 3. Leadership, DoE and network specialist will assist leadership and teachers in developing protocols for evaluating student work/outcomes' relationship to the Danielson Framework, and providing consistent and constructive feedback for teacher's next steps.**
- 4. Leadership will conduct frequent ongoing formal and informal classroom observations, provide timely feedback, and written feedback, inclusive of next steps to ensure pedagogy and lessons align to CCLS and their corresponding shifts.**

2. Key personnel and other resources used to implement each strategy/activity

- 1. Principal, Assistant Principal, Network and DoE Coaches, Teacher leaders, on and off-site P.D. Facilitation, EngageNY, DOE Advance materials and resources, and ARIS Learn**
- 2. Principal, Assistant Principal, Network and DoE Coaches, Teacher leaders, on and off-site P.D. Facilitation, EngageNY, DOE Advance materials and resources, and ARIS Learn**
- 3. Principal, Assistant Principal, Network and DoE Coaches, Teacher leaders, on and off-site P.D. Facilitation, EngageNY, DOE Advance materials and resources, and ARIS Learn**
- 4. Principal, Assistant Principal, Network and DoE Coaches, Teacher leaders, on and off-site P.D. Facilitation, EngageNY, DOE Advance materials and resources, and ARIS Learn**

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Administration and teachers will attend required and select suggested P.D. opportunities relating to Advance and the Danielson Framework for Teaching and its components. Teachers and administrators will complete monthly P.D. reflection forms outlining attended P.D. opportunities, and applications to their current and future practice.**
- 2. Teachers will complete an initial (September 2013), midyear (February 2014), and final (June 2014) self-assessments to review, revise and develop next steps for meeting their personal and identified goals which were identified during their IPC.**
- 3. Leadership, DoE talent and network coaches will work with teacher teams to establish better norms and school-wide structures to support Advance, and the teacher evaluation process. Teacher evaluation data is reviewed monthly and discussed during monthly faculty conferences, which take place on the first Monday of each month.**
- 4. Utilizing Advance tools and resources, administration will provide teachers with timely actionable feedback, and next steps for observations, utilizing Danielson's Framework for Teaching.**

- 4. Timeline for implementation and completion including start and end dates**
- 1. We will follow the DoE’s Advance timeline for specific key requirements and implementation steps. During weekly individual and team common planning periods (common planning periods are built into the school-wide program, and via observation feedback)**
 - 2. We will follow the DoE’s Advance timeline for specific key requirements and implementation steps. During weekly individual and team common planning periods (common planning periods are built into the school-wide program, and via observation feedback)**
 - 3. We will follow the DoE’s Advance timeline for specific key requirements and implementation steps. During weekly individual and team common planning periods (common planning periods are built into the school-wide program, and via observation feedback)**
 - 4. We will follow the DoE’s Advance timeline for specific key requirements and implementation steps. During weekly individual and team common planning periods (common planning periods are built into the school-wide program, and via observation feedback)**
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Teacher teams and administrators will attend summer P.D. opportunities relating to Advance, and the Danielson Framework (x7 teachers and x2 administrators for up to 10 hours at the per-session rate). Instructional staff members will also utilize iPads and iPad applications to track progress, maintain records, and maintain hands on access to CCLS and Advance resources.**
 - 2. Administrators and network coaches will support individual teachers and teacher teams utilizing prescribed Advance resources during individual, common planning periods and during the feedback process during common planning periods, Chancellor’s Conference days, and faculty conferences.**
 - 3. Administrators, and network coaches, will support individual teachers and teacher teams utilizing prescribed Advance resources during individual, common planning periods, and during the feedback process. In addition, teachers and administration will utilize x8 copies of “Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson”, x2 copies of “Implementing the Danielson Framework for Teaching in Enhancing Professional Practice”.**
 - 4. Administrators, and network coaches, will support individual teachers and teacher teams utilizing prescribed Advance resources during individual, common planning periods, and during the feedback process.**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- To increase parent involvement by:**
- Offer additional support, resources, and workshops outlining DoE and N.Y. State resources pertaining to instructional strategies.**

Budget and Resource Alignment

Indicate using an “X” 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
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List any additional fund sources your school is using to support the instructional goal below.

- Fair Student Funding (Tax Levy), Fair Student Funding; Title 1, TL NYSTL; are used to support this goal inclusive of the following:**
- Supervisor per session and Teacher per session for differentiated professional development =Budget FSF; Tax Levy; Title 1; SWP**
 - Coverage for teachers attending professional development opportunities = Budget FSF Per-session**
 - Curriculum and staff development provided by consultants and Network Achievement Coaches =Budget TL NYSTL; Title 1; SWP**
 - Professional instructional materials to support. = Budget FSF Tax Levy; TL NYSTL Software/Hardware**
 - Instructional references, materials, hardware and software for use during the day school and extended day programs, and beyond =Budget TL NYSTL**

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> -STARS Afterschool program- Students selected from Inquiry team identification -Corrective reading -Read-o-Thons -America Reads Tutors -Rosetta Stone -Brian Pop -Kaplan test ready programs -iZone/iLearn -Enrichment Clubs -Real-World activities (trips-excursions) -Measuring Up Live & Text -Ipad applications 	<p>Small Group One-to-one tutoring</p>	<p>During the school day After school Saturday</p>
Mathematics	<ul style="list-style-type: none"> -STARS (Scholars Tutorial Afterschool Readiness Program) -Khan Academy -Integrated Algebra Tutorial -Math-o-Thons -America Reads Tutors -Kaplan test ready programs -iZone/iLearn -Enrichment Clubs -Real-World activities (trips-excursions) -Measuring Up Live & Text -Ipad applications 	<p>Small Group One-to-one tutoring</p>	<p>During the school day After school Saturday</p>
Science	<ul style="list-style-type: none"> -iZone/iLearn -Enrichment Clubs -Real-World activities (trips-excursions) -America Reads Tutors -Ipad applications 	<p>Small Group One-to-one</p>	<p>During the school day After school Saturday</p>

Social Studies	<ul style="list-style-type: none"> -iZone/iLearn -Enrichment Clubs -Real-World activities (trips-excursions) -America Reads Tutors America Reads Tutors -Ipad applications 	Small Group One-to-one	During the school day After school Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -Time Management -Self Esteem -Self Awareness -Organizational Skills -Peer Mediation -SBST – RTI -Study Skills -Referrals to CBO - Attendance Improvement 	Small Group One-to-one	During the school day After school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to continue to attract Highly-Qualified Teachers, we will do the following:

- 1. Continue our partnership with New York University to attract their best graduates via America Reads ;**
- 2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking;**
- 3. Continue to rely on our current teaching staff and school community to recommend quality teachers who will be a good fit for our school and our standards of excellence;**
- 4. Continue to utilize our Network H.R. Director to recommend highly qualified candidates to fill vacant positions.**

To ensure that current staff becomes highly qualified, we will continue:

- 1. Weekly professional development opportunities in each department**
- 2. Coaching cycles with the Network Achievement Coach**
- 3. Weekly Instructional Grade Team meetings with a focus in professional development**
- 4. Have each of our mandated Faculty Conferences run as professional development workshops for teachers**
- 5. Have professional development in content areas as part of each monthly department meeting**
- 6. Continue to use Network Professional Development Achievement Coaches to work with teachers in need**
- 7. Continue to encourage teachers to take leadership roles (i.e. lead teacher, coach, and facilitator)**
- 8. Providing an "Open Door" policy to administration**
- 9. Offer incentives inclusive of hardware and instructional software for staff members to utilize while in DoE service.**
- 10. Continue to empower staff to develop and make instructional and school wide decisions through curriculum mapping, instructional tasks, and team memberships.**

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

High quality strategies and activities for staff professional development that enable students to meet CCSS include:

- 1. Needs assessments developed by administration and teachers after an analysis of school-wide instructional data**
- 2. Completion of a reflection and application logs after attendance at a required or suggested professional development opportunities**
- 3. Provide opportunities for paraprofessionals to participate P.D. opportunities differentiated for their needs**
- 4. Development of a year-long professional development plan, which is updated as needed, and a final copy is given to each teacher at the end of each month**

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

1. Students are provided with clothing, toiletries, school supplies, transportation, and fees for trips, excursions, initiatives, senior dues, and activities.
2. Parents are provided with transportation and workshops to better sport their children via instruction.

SWP Schools Only

Transition Plans to Assist Preschool Children *(Elementary Schools Only)*

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

1. Teachers were offered and attended select professional development opportunities and webinars offered by the DoE, Network, UFT, and administration relating to the development, use and selection of multiple assessment measures, and specifically MoSL.
2. Teachers voted and came to consensus on the school's MoSL

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

Satellite III Middle School 13K103

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Satellite III Middle School 13K103

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.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District 13	Borough Brooklyn	School Number 103
School Name Satellite 3		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Beatrice Thompson	Assistant Principal R. Hornsby
Coach	Coach
ESL Teacher Olga Tyminska	Guidance Counselor J. McGreal
Teacher/Subject Area Ms Wright/ELA teacher	Parent
Teacher/Subject Area Ms. Sebro/special ed teacher	Parent Coordinator J. Cooper
Related Service Provider	Other K. Koziel/ school psychologist
Network Leader (Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	56	Total number of ELLs	10	ELLs as share of total student population (%)	17.86%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6			3		1	1		1	10
Total	6	0	0	3	0	1	1	0	1	10
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
SELECT ONE							0							0
SELECT ONE							0	0						0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino:

Native American: ___ White (Non-Hispanic/Latino): ___ Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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)									7					7
Intermediate(I)									1					1
Advanced (A)									2					2
Total	0	0	0	0	0	0	0	0	10	0	0	0	0	10

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	1			6
NYSAA Bilingual (SWD)					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									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	8		1						9
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

In Ms. 103 the formall assessment tool to assess the early literacy skills of our ELLs are state ELA Baseline Performace Series and NYC Mathematics Benchmark Test. All of those assessment tools provide insights regarding individual strengths and weaknesses of the students. Our students are making steady gains in their academic progress and language acquisition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT and LAB-R provides us with a great amount of information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

After review the NYSESLAT data and LAB-R , the patterns across proficiency reveals:

- The reports show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.
- ELLs who are in the beginning level are the new comers at all grade levels or ELL students from eight grade.
- Since our school MS. 103 is facing out , and we have only 8 graders this year, we didn't have any newcomers ELL students who took LAB-R.
- Some ELLs outperformed the non ELL students in Math and ELA and Science state tests.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality set analysis has not been released as of November 25, 2013.

Ms.103 is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. We can't see AMAO data since we can't get the access to the modality report.

4. For each program, answer the following:
 - a. 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?

The NYSESLAT results from the Spring 2013 indicate that there are 7 ESL student at the Beginning level, one student at the

Intermediate level, and two students at the Advanced level at MS.103 this year. According to this data, we have more of our Advanced students every year, although many newcomers beginner students stayed at the same level. Two students who graduated from the 8 grade became Proficient and tested out from ESL and they successfully transferred to the high school. Additionally, patterns across proficiency and grades show that many ELL students who were Intermediate in the 7 grade after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students. Our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient. We strive that the Beginner and Intermediate and Advanced students receive a quality instruction and rigorous, curriculum specific tasks targeting their reading and writing skills (academic language-CALP).

In addition, the performance data in ELA, math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. Our ELLs are faring in tests taken in English much better as compared to the native language on the NYS tests. Only newcomers get higher score on those tests in native language. The performance on standardized tests informs ESL teacher for the future planning.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.

b) The School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction. MS. 103 it's learning from the Periodic Assessment about the strength and weaknesses of the ELL students. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

c) The school is learning from Periodic Assessment that Reading and Writing skills holds our students back from the proficiency level therefore the academic intervention is focused on writing and reading. Speaking is in line with general abilities for the majority of the intermediated and advanced students.

In MS. 103 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Our school is using Response to Intervention (RtI) model to provide our ELLs with rigorous, culturally responsive instruction. This set of guidance documents assists teachers, instructional leaders, and ELL support services with RtI implementation and they are familiar with documents outline and a rationale for using the RtI model with a school's ELL population. They understand and implement Tier 1, 2 and 3 and are also aware that the single biggest error made in placing English language learners (ELLs) into special education is misinterpreting language acquisition as a learning or language disability.

All students at MS. 103, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students are in need for ESL services, the literacy skills are also assessed so that the students could also receive high-quality instructional support in the general classroom. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decision about the additional special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We make sure that a child's second language development is considered in instructional decision by placing our ELLs in appropriate groups according to their language proficiency level which is distinguished by LAB-R and NYSESLAT tests results. Our ESL program doesn't only accelerate English language development of our students. It reaches beyond language learning to help students maximize their diverse talents and skills in the language literacy and academic subjects, like science and math. Also, in order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support student's learning.

For ELLs to excel academically in our schools, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a Second Language (ESL) programs use strategies to help students access new language development and subject matter through English. It also provides students with ESL support tailored to their English proficiency level.

7. 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?

At MS.103 we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program for ELLs at MS 103. is also evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. In addition, it is measured based on the percentages gain of NYSESLAT result from beginner to advanced levels. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year many of our third graders became advanced and one student tested out from ESL. Apart from the state standardized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Also the success of our ELLs is strongly connected to the ELL students' academic achievements, cultural awareness, development of their language development, academic language, performance in their content area classes and the performance on the NYS standardized tests. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Apart from the state standardized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Additionally, our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Part II: ELL Identification Process:

1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English with the parents and in the native language, and the formal initial assessment. The licensed teaching pedagogues assists parents to fill out the HLIS in order to identify the child's language proficiency. It is the responsibility of our licensed teaching pedagogues at our school to discuss home language with the family, and provide assessments to determine eligibility for English language support services. We stress the importance of attentive engagement with parents during the home language identification process. Translation services are available during ELL identification or by a person in a school: a pedagogue, para or a qualified pedagogue who is proficient in the language of a parent. In our school we have pedagogues and paras who speak Spanish, Arabic and Bengali. This process must be completed within 10 school days of initial enrollment as per CR Part 154.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher Olga Tyminska gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The test establishes English proficiency level. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB-R is given to the student by a person in a school: a pedagogue, Para or other qualified pedagogue who is proficient in this language to determine language dominance. MS 103 informs parents of their child's placement providing parents with notifications and information and maintaining a dialogue with the parents in English or their native language.

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.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R to inform them about their child's identification within ten days of their enrollment. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within those ten days of their initial enrollment. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and Parent Survey and Program selection form teacher together with the invitation to the Parent Orientation meeting within

10 days of enrollment , all in their home language. They are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL teacher. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment and within 10 days of enrollment are invited to the Parent Orientation meeting. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session.

We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent information CD, or watch it online where program placement options are presented with clarity and objectivity(Transitional Bilingual, Dual Language, Freestanding ESL) and are available in nine languages. After they watch a video the ESL teacher discusses with parents the choices, the different programs available and describes the plans(Transitional Bilingual, Dual Language or Freestanding ESL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our schools ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

After reviewing the the Parent Survey and Program Selection forms for the past two years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options when the program becomes available in our school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file in ESL classroom and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. All the letters are translated in the parents language. Parent coordinator, as well as other school personnel are able to access those forms and checklists throughout the year. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154, they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform to the choice of the parents, and any requests or concerns are brought to the attention of school administrators.

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.

There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. The parents are informed about their children's placement and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings or conversations over the phone with the parents the translation is available either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. Ms. 103 is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit. ELPC screen for new admitted ESL students is completed by ESL teacher within 20 days of enrollment which records ELL program parent choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. Students are being prepared throughout the school year to take NYSESLAT. The results of this test are used to monitor the progress of the students in their language development, and to determine if the student is to continue his or her ESL services at the school.

The school selects the dates of administration within the test administration window. Before the test is administered, the testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. The school administers the subtests in a following sequence: Speaking, Listening, Reading, and Writing. All parts of the NYSESLAT are administered by the ESL teacher and other pedagogues, however, the same teacher does not score any one of them. For the Speaking subtest, another teacher is present in the room while the test is being administered, listens and scores the student's responses. For the Writing subtest, the group of teachers score the constructive response questions, and one teacher score no more than half of the test booklet. We keep track of students' attendance and offer make-up sessions including students who are absent for one or more sessions.

Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. ESL teacher ensures that all ESL children receive the NYSESLAT. The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service (NYSESLAT scores and LAB scores in the past 3 years) and RLER (to find the names of students eligible to take the LAB-R or NYSESLAT), as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits.

6. 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.) 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. 

Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent Survey and Program Selection forms for the last two years indicate that all parents choose the Freestanding ESL program. Surveys are available at the school for review in ESL classroom. In recent years, ELL parents have been reluctant to leave our school, and are content with their final choice. All parent - related documents can be found in the ELL parent information card.

The program models offered at our school is aligned with parent request. All of the parents choose Freestanding ESL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at MS. 103, Freestanding ESL is the only program offered. Surveys are available at school for review. Later parents are notified about their children's placement in ESL program and the ELLs are placed in the groups (Beginners, Intermediate or Advanced) according to their age and the English proficiency level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1. a) Our program implements a Freestanding pull-out English as a Second Language (ESL). The language of instruction is English. Program services children daily as a part of their language development and academic instruction.

b) In this program the ESL teacher provides ESL instruction out of class setting and students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

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)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes per week of ESL instruction. All Beginner and Intermediate students receive two units of study of ESL which totals 360 minutes per week, and Advanced students receive one unit of ESL instruction which totals of 180 minutes. At the Advanced level of English proficiency students in all grades take one unit of ESL instruction which is 180 minutes and one unit of ELA coursework which is also 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language.

There is a constant collaboration with the ESL teacher and content area teachers. Mainstream content teachers use ELL methodologies during instruction to provide a learning classroom environment for ELL/LEP. All ELLs regardless of their level, receive in their ESL class ELA content instruction as well as other areas are taught Math, Social Studies and Science. According to the grade, all MS.103 students receive also eighth periods of Math everyweek, around 360 minutes per week. All students receive five periods of 45 minutes of Science and Social Studies a week. They receive required instruction in Technology classes, Art, Life skills and two Physical Education a week. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

Students in our ESL class are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT test, emphasizing English language acquisition. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher Olga Tyminska and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ELS instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students of limited English proficiency receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of limited English proficient students. In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ESL and classroom ESL teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. At MS 103. we use this year

Common Core Code X for ELA instruction, which is an authentic English Language Arts Curriculum that challenges students to read, think, analyze, question, cite evidence, debate, and write every day. Code X address the rigorous demands of the Common Core State Standards and to ensure students become deep readers and measured writers who can translate these skills into success on the Next Generation Assessments. For math we use CMP3 which is also fully compliant with the Common Core State Standards .

To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies.

Courses are taught in English and our ESL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs have diverse learning needs are based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance .We have many paras who speak different languages and who assist us with their translations and work throughout the year with ESL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ESL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELL making use of alternative language editions or of oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ESL classroom. Report cards and any other information on the student is given to students and parents in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. In the ESL classroom the classroom centers: reading center - library , writing center, word wall, math center, listening center (leapfrogs, cd player with radio), as well as smartboard, ipads are used, so the students can develop their language proficiency in all those modalities. Furthermore, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concentration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -

reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially the students on Advanced levels and Intermediate levels.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

There is no SIFE population in our school. If there was there is a need to:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, the MS 103. would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. The Unison school would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities and to involve the students in schools celebrations and other programs.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

This year we have six newcomers. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in six grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Same support structures as above are provided. Also, ELLs receiving service from 4-6 years are mostly at the Intermediate or Advanced language proficiency level. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts

with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) The instruction for students who completed 6 years of ESL (Long Term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Plan for Long Term ELLs:

Long terms ELLs are the large number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the school's programs to enrich their language and academic skills.
- Communicate closely with the parents to monitor their children's progress.

Plan for Special Needs Students:

This year we have two of special needs ELL students, four are in the special education classrooms and one is in the general education classroom and has IEP. Our policy for special needs students includes:

- Collaboration between the ESL teacher and IEP contact person, school psychologist and school intervention team.
- Monitoring newcomer and SIFE student for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Communicate closely with the parents to monitor their children's progress.
- Supporting ex-coded students, who are served as per IEP and assist teachers with communication.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. MS 103 school students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

e) Students who are former ELLs and have completed six years and passed the NYSESLAT are integrated into our standard educational models. They are illigible for two years after testing out from NYSESLAT to recive testing accomodation that also apply for other ELLs and they can receive additional support as needed. Testing accommodations for LEP/ELLs students on NYS ELA and content - area assessments include: time extension , separate location, third reading of listening section (ELA exams only), bilingual dictionaries and/or glossaries, oral translation of low incidence languages. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolodate and further develop their English language skills.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs-SWDs. It also provides an ELL component that supports the class curriculum and provides ELLs-SWDs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL-SWDs also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure

the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. ELL-SWDs also use technology support with the computers, leapPads, laptops and online resources. Furthermore, Teachers of ELL-SWDs use grade level books which also have the ESL component to differentiate the instruction. Professional development meetings with classroom teachers, special education teachers and ESL teachers are also very helpful tool of communication and resource for planning the instruction.

EsL materials for ELL-SWDs students are grade level and age appropriate with cognitively challenging content that is aligned with state standards. They are appropriate for the diverse levels of English language proficiency. ESL teacher is using thematic instruction, so the students are exposure to common vocabulary and related content. The themes are aligned with the New York State Learning Standards, Common Core and the English language proficiency standards. Grade level materials help ESL teacher to develop appropriate task for different proficiency levels. The resources support the content that is taught in the general education classes and developmentally appropriate literacy resources. ESL students are using hands-on/visual resources and simplified texts to teach the grade level content using the same themes taught in the other classes.

The materials are also age appropriate, engaging all proficiency levels ELL-SWDs and supported with the ESL classroom leveled library , picture dictionaries, leap frogs, picture books, maps and other quality visual resources which provides the background and the vocabulary needed to read a more complex text so the students can learn content being taught in the general education classes. The ESL resources focus on "essential understandings" that are incorporated into each level of the differentiated readings and differentiated assignments and assessments. Native language materials are used in the ESL classroom with ELL-SWDs including bilingual glossaries, bilingual dictionaries, picture dictionaries, bilingual books and other materials in the native languages represented by ELLs.

Ms.103 makes sure that the child's IEP is being carried out as it was written and makes sure that ELL-SWDs receive all services mandated on their IEPs. The child's IEP is reviewed by the IEP team at least once a year, or more often for a purpose of reviewing if the child is achieving annual goals. The administrators, teachers and parents are regularly informed about any changes made for the ELL-SWD in their IEPs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Ms.103 doesn't provide students with ICT classes, although is using curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers use and share their curriculum maps which include modifications for all ELL including ELL-SWDs and meet during the common preps four times a week. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at students' work. During Grade level meetings teachers discuss ELL-SWDs' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students including ELL-SWDs. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students.

The Freestanding ESL program follows CMP3 program for Math and Codex X for ELA. , the Common Core school's curriculum frameworks and ESL curriculum guides . They combine precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive enviroment. It also provides an ELL-SWDs component that supports the class curriculum and provides ELLs with scaffolding. All the teachers have access to online interactive Math, ELA and other subject areas lessons on all grades to use with the ELL students and with ELL-SWDs accoring to their goals in their IEPs.

Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their

non-disabled peers all school curricular and extracurricular programs are available to all students including SWDs. All the teachers and service providers including those who serve the ELL-SWDs : OT, PT, speech teacher, ESL teacher, guidance counselor meet to align their schedules for all ELL-SWDs and they are flexible to change their schedules and to change curricular and instructional planning according to the changes in the students IEPs. The scheduling of ELL students with IEPs plan ensures that they receive their mandated special education and ESL services in a general-education, least-restrictive environment.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

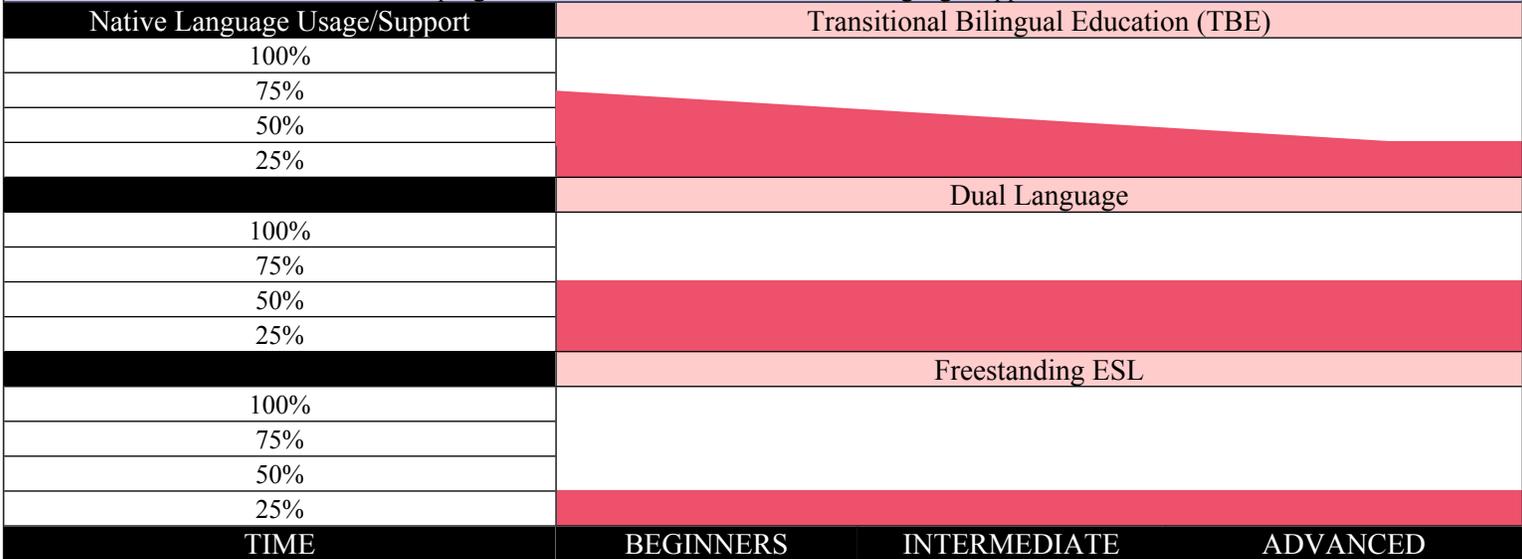
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs in our school for ELLs in Math, ELA and other content areas are SETS, ESL, Reading Recovery Program, Math intervention, Occupational Therapy, Guidance Counselor, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. For example, the patterns across proficiency and grades show that many ELL students who were Intermediate or Beginner in the 7 grade after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.

It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers, informs ESL teacher for the future planning.

11. What new programs or improvements will be considered for the upcoming school year?

This year our ESL class is equipped with the Smart board and two laptops. There were also some books, dictionaries and language games bought for ESL classroom. The program move-to improve will be implemented this year with our ELL. Furthermore, new ELA and Math programs that are aligned to the Common Core will be used with our ESL students, including the interactive online math lessons from Math programm.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs/services for ELLs this coming school year because we find them beneficial. The only difference are the core programs, CMP3 for math and Codex X for ELA that are being introduced this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Ms. 103 invites ELLs to participate in all school programs (curricular and extracurricular) and they have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school. Ell students take part in the community building activities. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families and these include:

Family Celebrations: Throughout the year, ELL parents and ELL students come to the school to take part in community celebrations and the school wide events. Parents are invited to parents' workshop and volunteering including the Monthly Spirit Days, school wide events, parents' workshops and volunteering. At these events, the school and community can come together to recognize ELL student achievements in arts and academics. Furthermore, our school is organizing many school trips where ELL parents and ELL students often participate.

Translation and Interpretation Services: These services are offered to increase the involvement of ELL parents and to help to communicate with the ELL students, additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff, ELL students and ELL parents. Bilingual paras are available to help to communicate with ELL students and ELL parents.

Additional supplementary programs: ELL parents and ELL students are also invited to sport basketball team games, and students' performances on the stage including performance of the school's band, and dance groups. The school also offers after School Enrichment program for ELL students C.H.A.P.S. as well as extended day AIS program. The goal of the C.H.A.M.P.S. Middle School Sports & Fitness program is to improve student fitness levels and overall health by increasing opportunities for children to engage in physical activity, regardless of athletic ability. There is also Saturday Academy for those ELL students who need to improve their skills in Math and Writing.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The Freestanding ESL program does not use a particular text to meet the demands of Common Core learning standards. This includes the use of high interest / low level texts and leveled library. Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, large print books, dictionaries and poems, math and language games and activities and the cd player for listening to songs and stories that are used daily by the teacher and the students.

We have text books and supplementary reading materials in native languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer/beginner ELLs are provided access to native-language translations of key texts and independent reading material (when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Google). Translating dictionaries are provided for student use during content-area classes.

The ESL teacher also uses technology to support ELLs in the classroom. The ESL teacher also uses computers, laptops, smartboard, cd player with radio, ipads and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is used for learning foundations in writing, spelling and phonics. The Leap Frog computers are also used to develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation.

Also content area materials are used in the classroom: chapter books, social studies books, science books, and ELA and Math content area books. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction. Native language materials are used to support ELLs. Books in different languages and the bilingual picture dictionaries are available to support instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software. In MS. 103 there is native language support in ESL class and it is equally afforded to all students. It is beyond the 25% of the ESL instruction and native language support is afforded to all languages represented in our program. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations and also the Department of Education may provide them with translated editions of some tests.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support, and resources correspond to ELL's ages and grade levels. The 8 graders, for example, are invited to the high school for the students orientation before the admission process. The guidance consoular, social worker, teachers and administrators help students with the admission process and are involving not only ELL students, but their parents. All the services

provide support needed by ESL students to achieve and maintain a satisfactory level of academic performance. ELL service at Ms.103 is a collaborative effort that involves the ELL specialist, the student's classroom teacher, and other specialists (speech teacher, OT, PT, etc.) the student may learn with throughout the year. ELL teacher seek to offer support primarily during the Language Arts block, but also students receive support as needed during content-area times such as math, social studies or science. The resources used for ELL's correspond to the grade levels of the ELLs. Grade level and the content area books are frequently used as well as the leveled library, and various visual resources, pictures dictionaries, bilingual dictionaries, maps, etc. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We conduct home visits to the families of all newly enrolled students, including ELLs. Our ELL population is quite small- not enough to make a subgroup population. This year we have 6 newcomers in the 8 grade. At the beginning of the new school year , or when a newcomer is identified we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services.MS.103 conducts an Orientation session to assist all the new enrolled students prior to the first day of school.All the letters to parents are translated in their native languages. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

18. What language electives are offered to ELLs?

There are no language electives offered to any of our students, including ELLs.

19. For schools with dual language programs:

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

We don't have dual language program in our school.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1,2. Professional development at MS 103 is provided by school staff, community learning support personnel organization, all personnel who work with ELLs : subject area teachers, common branches teachers, paraprofessionals, ESL teacher, Parent coordinator and other school personnel and it is a key component of the MS 103 . Study sessions are conducted on monthly basis. MS 103 provides also in-house Professional Development during Retreat Days at the end of the school year and PD conferences during the school year. Our PD meetings involve Common Core learning standards. Differentiated Instruction in Literacy, Writing workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies. The schools shares all resources with the ELL teacher. Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas, ESL through content areas, literacy learning for the English Language Learner, differentiation in the ESL classroom and ESL in the Mathematics and Science classroom and others. This year ESL teacher is planning to attend the following workshops that are supporting ELLs as they engage in the Common Core Learning Standards: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success, LAP workshop, SESIS workshop, and other Network and school based PDs. Technology sessions instruct content area teachers as well as ESL teacher of how to use online resources to make instruction more comprehensible. Technology sessions instruct content area teachers as well as ESL teacher of how to use online resources to make instruction more comprehensible. MS. 103 adopted new curriculum in ELA, Codex X and Math, CMP3 that are aligned to the Common Core Standards, therefore all teachers received PD on how to adapt these new programs to ELL students, ESL teacher is included. The teachers are trained according to Danielson framework of teaching.

The student support committee (made up of guidance, lead teachers, paraprofessionals, school aide and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. The Care Team Meeting meets every other week, Common Core planning sessions for teachers are once a week and the ESL teacher is included in those meetings. RTI meetings are conducted every two weeks and special education meetings are once a week. During the beginning of the school year transition concerns are talked about and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

ESL teacher attends the State learning standards workshops in which there is a high impact on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and strategies, grade meetings, study groups, faculty conferences and grade conferences. She participates in Regional Professional Development sessions as well as in the PD meetings from school, which includes training provided by Mathematics and Literacy coaches. Also ELL teacher plans to attend a variety of off-site workshops to promote collaboration between content area and language teachers.

3. Our staff at MS.103 including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from junior-high school to high school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions which helps them to make the right choices. The ESL teacher and the content-area teachers who serve ELLs use this information to collaboratively create action plans to support ELLs during the initial transition to middle school.

4. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken and the records are kept in the teachers' files

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state tests, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher together with the parent coordinator designs different workshops for the parents, and invites the parents for other workshops. The parent coordinator is working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. In MS.103 there are also Monthly Spirit days, school wide events, parents' workshop and volunteering. The students are also provided with the homework help, and leadership development team. Translations are available as needed. Bilingual paras are available to help students who speak: Arabic, Spanish, Bengali and French. We have different programs for parents and students throughout the school year such as Career Day, Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per months. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students. Ms 103 is not in partnership with agencies or Community based organizations to provide workshops or services to ELL parents but it intends to do it.

3. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by surveys which are given to the parents during meetings: workshops, conferences and school events. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

Also, parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements. Our parental involvement activities also include bilingual staff to better address the needs of the parents of our ELLs Parental Involvement.

At Ms. 103 parents of newly enrolled ELL students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy, Career Day, Field day, Parent/Child Workshops, Book fairs and Teacher Appreciation Week.

E. 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.

School Name: SATELLITE 3 School DBN: 13K103

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BEATRICE THOMPSON	Principal		12/9/13
R.HORNSBY	Assistant Principal		12/9/13
J.COOPER	Parent Coordinator		12/9/13
OLGA TYMINSKA	ESL Teacher		12/9/13
	Parent		
MS.SEBRO/Special ed.teacher	Teacher/Subject Area		12/9/13
MS.WRIGHT/ELA teacher	Teacher/Subject Area		12/9/13
	Coach		
	Coach		
J.MCGREAL	Guidance Counselor		12/9/13
	Network Leader		
K.KOZIEL	OtherSchool psychologist		12/9/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K103 School Name: Satellite 3

Cluster: 6 Network: 613

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.

School's written translation and oral interpretation needs are assessed to all parents with appropriate and timely information in a language they can understand. Language Translation and Interpretation is based on parents preferred language of oral and written communication whether or not the students are ELLs.

Our school uses home language indicators on ATS, parent conversations during the PTA meetings, school conferences, and school wide events and during other meetings with parents to determine written translation and oral interpretation needs. Additionally, Ms.103 is using also written surveys to ensure all parents are communicated with in the language they are most fluent and comfortable. Also, during the process of registration the interview is conducted by one of our pedagogues as for the parent language preference and choice. The school's written translation and oral interpretation needs are conducted by in-site volunteers (paras, or teachers) who speak in our school Arabic, Bengali and Spanish.

Furthermore, the Translation and Interpretation Unit provides our school with an internal resource for accessing oral translation, written translation, on-site Interpretation and over-the-phone interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds. The school completes a Translation Request Form and submits it to translations@schools.nyc.gov, along with the file to be translated and is waiting for the review of the project. This information can be later accessed in the ATS, using the home language report (RHLA), and on the blue emergency cards located in the main office. Parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services and also of our multilingual speaking paras and pedagogues. We provide the written translations of all the documents for parents informing them about the students and the workshops given to them.

Translation resources for educators: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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

Based on data from ATS, we found out that most of the students in our school speak English only. Although, we have many students who speak other languages such as Spanish, Bengali, Arabic, French, Fulani, etc. The major findings of our school's written translation and oral interpretation indicate that school needs the written translation and oral translations in majority of Spanish, Arabic, Bengali and French languages. The findings were reported to the school community through meetings with parents, oral interviews and surveys.

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.

The school will provide memos translated by DOE translation services via email submission in necessary languages. Additionally, ESL teacher, as well as school staff (para or pedagogues that speak in our school Spanish, Bengali and Arabic) will provide written translations for school memos when DOE translation services cannot provide it in a timely manner.

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.

Whenever there is need, the oral interpretation services will be provided by in-house staff (teacher or para that is the speaker of the other language). If the in-house staff is unavailable for oral translation the school uses or over the phone Translation and Interpretation Unit services for oral translation with the parents. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. Occasionally, our school will use the Translation and Interpretation Unit for accessing oral interpretation services as well as on-site interpretation services for translating to the ESL students during the state tests if necessary (for languages such as Bengali, Arabic, etc.), or during different school events.

Translation resources : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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>.

Ms.103 is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We can provide parents with translated versions of this document, in their native languages. Ms.103 has posted near the primary entrance of the school a sign in each of the covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.