



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: THE RONALD EDMONDS CENTER**

**DBN (i.e. 01M001): 13K113**

**Principal: DAWNIQUE DAUGHTRY**

**Principal Email: [DDAUGHT@SCHOOLS.NYC.GOV](mailto:DDAUGHT@SCHOOLS.NYC.GOV)**

**Superintendent: BARBARA FREEMAN**

**Network Leader: JEAN MCKEON**

### 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
DAWNIQUE DAUGHTRY	*Principal or Designee	
DARRYL ALLADICE	*UFT Chapter Leader or Designee	
GEORGE GARCIA	*PA/PTA President or Designated Co-President	
GLENN CUMMINGS	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	
LUIS FONG	Member/ TEACHER	
ALEXANDRA FICHERA	Member/ TEACHER	
ARLENE JACOBS	Member/ TEACHER	
SHANRELLE GRIFFITH	Member/ PARENT	
MELODY FOXWORTH	Member/ PARENT	
DARLENE PALMER	Member/ PARENT	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
All goals created in the 2012-2013 SCEP were adhered to and implemented with fidelity in order to ensure school wide reform				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
By June 2014, administrators will conduct at least 4 short frequent observations of each teacher in grades 6-8 using D Teacher Effectiveness as evidenced by providing teachers with timely and specific oral and written feedback.				
By June 2014, all students in grades 6-8 will experience at least 2 ELA Common Core- aligned units of study in each of the following areas: reading, writing, speaking and listening. Evidence will be provided through student work samples, by tasks, classroom observations, teacher-team collaboration and rubrics to evaluate student progress.				
By June 2014, Science and Social Studies teachers in grades 6-8 will develop at least one rigorous Science and Social Studies aligned to the CCLS as evidenced by completion and implementation of comprehensive curriculum maps				
By June 2014, teacher inquiry, grade or department teams will track and share behavioral trends and suspensions that impact student performance and progress to increase student ELA performance by 2% as evidenced on the NYS ELA exam.				
By June 2014, the NYC school survey will show an increase from 6.9 % to 8.0% in parent communication as evidenced on the school survey.				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
The challenge in 2012-2013 occurred in not having a cohesive unified core curriculum. For the 2013-2014 school year our school will be implementing the new core curriculum in all grades in both ELA and Math				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
The 2012-2013 SCEP was successfully implemented, school will continue to strive for overall school achievement				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			x	<b>Yes</b>
<b>If all the goals were not accomplished, provide an explanation.</b>				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			x	<b>Yes</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Challenge is to ensure that teachers provide high quality, rigorous and coherent instruction using the ELA and Math new core curriculum aligned to the CCLS to increase student achievement				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
Achievement targets are to increase special education student subgroup and students performing on Levels 1 and 2 by 5% in ELA and Math as evidence by school wide assessments				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
School leaders will ensure an articulated vision, understood and shared across the school community, with a shared sense of urgency about achieving school wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The school leaders and teachers developed a data-driven culture based on student needs, assessments, analysis to lead to strategic action planning to inform instruction and results in greater student achievement outcomes				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
School leaders will effectively use evidence based systems to continually examine and improve individual and school wide practice in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social/emotional developmental health) to ensure progress and increase				

student achievement

**List the key elements and other unique characteristics of your school's SCEP.**

School leaders in consultation with school community has analyzed data and results of assessments in order to develop a share vision and strategic plan to improve individual and school wide practices to improve student overall achievement

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

The school leaders have a fully functional system in place to conduct targeted and frequent observation, track progress of teacher practices based on student data, feedback and professional development opportunities that hold administrators and staff accountable for continuous improvement

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (4.1)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>2.2 School leader's vision</b>	<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader's use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>
	<b>x</b>

### **Annual Goal #1**

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

By June 2014, all teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching, as evidenced in SFO's, lesson plans and performance tasks (SOP 2.5)

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**
- : Frequent, ongoing classroom observations to observe practices across competencies using Danielson rubric by administrators with support from AUSSIE consultants(SOP 2.5)
- B. Key personnel and other resources used to implement each strategy/activity**
- AUSSIE consultant will meet with all administrators on implementing the Teacher Effectiveness (TE) Rubric
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- By June 2014, school leaders and teachers will provide each teacher with frequent and timely professional feedback as evidence in SFO's
- D. Timeline for implementation and completion including start and end dates**
- Teachers will be observed through formal and informal observations from October 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- AUSSIE consultant 10 days x consultant rate= see galaxy

### **Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to strengthen the designed curricula and academic tasks to ensure it is rigorous and engaging for students leading to an increased academic performance for all learners (1.1)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4-5	<b>HEDI Rating:</b>	Developing
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### Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

### Annual Goal #2

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

Social Studies and Science teachers will revise curriculum maps and lesson plans to ensure alignment to the CCLS and introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content as evidenced in SFO, curriculum maps and lesson plans (SOP 3.3)

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Social Studies and Science teachers will revise curriculum maps and lesson plans to ensure alignment to the CCLS and introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content (SOP 3.3)

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

1. Social studies and Science teachers engage in common planning to revise and introduce complex materials into curriculum maps and lesson plans

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

1. By June 2014, school leaders will provide Social Studies and Science teachers with frequent and timely professional feedback as evidence in SFO, revised curriculum maps and lesson plans

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

1. Teachers will be observed frequently through formal and informal observations from October 2013 to June 2014

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

1. Teacher per session for curriculum mapping 13 teachers x 6 sessions x 2 hours x per session rate = see galaxy

### Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Develop teacher pedagogy from a coherent set of beliefs, about how students learn best that is informed by research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products (1.2)			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013-2013
		<b>Page Number:</b>	6
		<b>HEDI Rating:</b>	Developing

#### **Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

#### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will use instructional practices and strategies organized around annual, unit and daily lesson plans to promote high levels of student engagement and inquiry as evidenced in SFO's, curriculum maps and lesson plans (SOP4.2)

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Teachers will common plan to ensure instructional practices and strategies are organized around annual, unit and daily lesson plans to promote high levels of student engagement and inquiry (SOP 4.2)
2. Teachers will be provided with PD on incorporating instructional practices and strategies that to promotes high levels of student engagement and inquiry into instruction, curriculum maps and lesson plans (SOP4.2)
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Teachers will meet to common plan to incorporate instructional practices and strategies that to promotes high levels of student engagement and inquiry in curriculum maps and lesson plans
2. AUSSIE consultant will provide PD to teachers on instructional practices and strategies that to promotes high levels of student engagement and inquiry
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Administrators will provide teachers in a timely manner with professional feedback as evidence in SFO's, review of curriculum maps and lesson plans
2. Teachers in conjunction with AUSSIE consultant will develop lesson plans that incorporate instructional practices and strategies that to promotes high levels of student engagement and inquiry
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Frequent and ongoing SFO's of teachers in grades 6-8 from October 2013 to June 2014
2. From November 2013 to June 2014 all teachers will attend PD with AUSSIE consultant on instructional practices and strategies that to promotes high levels of student engagement and inquiry
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teacher per diem – 22 teachers x 10 days x teacher per diem rate=see galaxy
2. AUSSIE consultant 10 days x consultant rate= see galaxy

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>
							<b>Title III</b>
							<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>

	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, **students** and families and provide **supports** to achieve them (3.4)

<b>Review Type:</b> Quality Review	<b>Year:</b> 2013-2014	<b>Page Number:</b> 6	<b>HEDI Rating:</b> Effective
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### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>5.2 Systems and partnerships</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>5.4 Safety</b>	<b>x</b> <b>5.5 Use of data and student needs</b>

### **Annual Goal #4**

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

By June 2014, AIS services in ELA and Math will be provided to support and increase student achievement for students with disabilities and students performing at Levels 1 and 2 as evidenced in an increase of 5% on ELA and Math school wide assessments (SOP 5.5)

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. F- Status (4 day) ELA teacher will provide AIS ELA d additional instructional support and remediation services to students with disabilities and students performing at Levels 1 and 2 during the day (SOP 5.5)
2. F- Status (4 day) Math teacher will provide AIS Math additional instructional support and remediation services to students with disabilities and students performing at Levels 1 and 2 during the day (SOP 5.5)
3. Saturday Academy- teachers will provide AIS ELA and Math additional instructional support and remediation services to students with disabilities and students performing at Levels 1 and 2 (SOP 5.5)

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

1. F- Status ELA teacher will provide AIS services 4 days a week
2. F- Status Math teacher will provide AIS services 4 days a week
3. Six teachers will provide ELA and Math AIS services to students on Saturdays

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

1. The data specialist and F-Status ELA teacher will conduct monthly analysis of school wide assessments to evaluate and monitor student progress and to adjust teacher practice
2. The data specialist and F-Status Math teacher will conduct monthly analysis of school wide assessments to evaluate and monitor student progress and to adjust teacher practice
3. Pre, Mid and Post exams will be given to students to track progress and evaluate students individual learning needs and progress

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

1. F-Status ELA teacher will work from November 20, 2013- May 18, 2014
2. F-Status Math teacher will work from November 20,2013- May 182014
3. Saturday Academy- November 2013-May 2014 – 22 Saturday sessions x 3 hour sessions x 6 teachers x per session rate = see galaxy

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

1. F- status ELA teacher from November 2013-2014 X 3 days x F- status teacher rate= see galaxy
2. F- status Math teacher from November 2013-2014 X 3 days x F- status teacher rate= see galaxy
3. Teacher per session -22 Saturday sessions x 3 hour sessions x 6 teachers x per session rate = see galaxy; Supervisor per session 22 Saturday sessions x 3 hour sessions x 1 supervisor x per session rate = see galaxy

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

## Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that **communicates high expectations to staff, students and families** and provide supports to achieve them (3.4)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Effective
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### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

### **Annual Goal #5**

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

The entire school community will promote and provide professional development to families in the new core curriculum and new assessments to support student success as evidenced by parent surveys and feedback (SOP 6.4)

### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. School community will provide families with professional development in new core curriculum and new assessments to support student success (SOP 6.4)

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

1. Teachers, Parent Coordinator and Administrators will provide PD to families

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

1. Initial parent survey determined need to share information on new core curriculum and new assessments with families- feedback from regularly administered parent surveys will be used in determining future PD's needed

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

1. Ongoing PD for families will be provided monthly by Parent Coordinator from October 2013 to June 2014

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

1. Per session teachers to provide PD to families - 14 teachers x 2.5 hours x 3 sessions x per session rate= see galaxy; One Principal and two Supervisors x 2.5 hours x 3 sessions x per session rate =see galaxy

### **Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Kaplan test prep Foundations Book. NY READY AND I READY  F status ELA teacher	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday) afterschool Monday and Wednesday  Small group	During the school day, Saturdays (2x per month) and afterschool - 2X per week for 90 minutes each day.  During the day – 3 days a week
<b>Mathematics</b>	Kaplan test prep, Foundations Book. NY READY AND I READY  F- status Math teacher	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday) afterschool Monday and Wednesday  Small group	During the school day, Saturdays (2x per month) and afterschool - 2X per week for 90 minutes each day.  During the day – 3 days a week
<b>Science</b>	An interdisciplinary approach with the help of the FOSS Kits, which will involve project-based learning activities, and will employ pedagogical techniques such as the Workshop Model, Accountable Talk, and Writing. Use of Science Times	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday)	During the day
<b>Social Studies</b>	Through the use of project-based activities, students will learn to gather, sort, and present information. Social studies content knowledge will also be developed through content area reading during literacy periods. Use of Junior Scholastic	Pull-Out/Push-In during regular instruction, small group instruction during 37.5 minutes (Monday-Wednesday)	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counseling, Psychologist and Social Worker	Confidential individual and group counseling with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a counselor will provide students with an opportunity to explore ideas, feelings and their	During the day

		<p>behavior. In small group counseling the social worker will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Services will be provided to meet individual students' needs, as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents</p>	
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**Title I Information Page (TIP)  
For School 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 *TA 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• School ensures all conception consolidated funding coordinates and integrates the use of Federal, State and/ or local funds to meet the intent and purpose of all programs.</li> <li>• Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing</li> </ul>

**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.).
N/A Middle School

**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.
<ul style="list-style-type: none"> <li>• School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice</li> <li>• School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction</li> <li>• School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented</li> </ul>

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>113</b>
School Name <b>Ronald Edmonds Learning Center MS113</b>		

**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 <b>Dawnique Daughtry</b>	Assistant Principal <b>Jeanne Nagle</b>
Coach <b>Sharon Mahobir</b>	Coach <b>Bonnie Butcher</b>
ESL Teacher <b>Karin Burrell–Stinson</b>	Guidance Counselor <b>Leslie Krevsky</b>
Teacher/Subject Area <b>Kayinde Harris /ELA</b>	Parent <b>George Garcia/PTA President</b>
Teacher/Subject Area <b>Linda Lowry/Math</b>	Parent Coordinator <b>Eric Figueroa</b>
Related Service Provider <b>Ezra Lewis</b>	Other <b>Bilingual Para Lydia Hunt</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Ms.Shada Ahkter/Bilingual Para</b>

**C. Teacher Qualifications**

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently	<b>0</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

teaching in a bilingual program		teachers		certification	
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)	714	Total number of ELLs	35	ELLs as share of total student population (%)	4.90%
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## Part II: ELL Demographics

### A. ELL Programs

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

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This 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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Freestanding ESL</b>														
Push-In								1	0					1
Pull-out							3	2	2					7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	10
SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	7

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	11	4	2	15	1	3	9	0	5	35	
<b>Total</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>35</b>	

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):  
 African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**  
**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	5	5					19
Chinese														0
Russian														0
Bengali							8	1	2					11
Urdu														0
Arabic								1						1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## 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
Beginner(B)							2	2	2					6
Intermediate(I)							6	1	2					9
Advanced (A)							8	10	2					20
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

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													

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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	8	7	0	0	15
7	7	5	0	0	12
8	5	0	0	0	5
NYSAA Bilingual (SWD)	0	0	0	0	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	7		9		0				16
7	6		4		2				12
8	4		1		0				5
NYSAA Bilingual (SWD)	0		0		0				0

### NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	2	0	0	0
NYSAA Mathematics	2	0	0	0
NYSAA Social Studies	1	0	0	0
NYSAA Science	1	0	0	0

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

The school uses the LAB-R and baseline assessments to establish the literacy skills of ELLs. In addition, the ESL teacher, at the beginning of the school year, provides all staff members with a list of ELL and their proficiency levels so that content-area instructors can establish the needs of ELLs and develop strategies to employ so that students make gains in the content areas.

Data confirms that our ESL teacher should continue to reinforce content material through the CALLA method of instruction. She provides instruction by means of an extensive use of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work to help students make gains in reading and writing. Based on this analysis, our ESL instructor will also continue to align instruction, whenever possible, with content-area teachers as that has been an additional effective instructional approach that allows our ELLs to grasp content.

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

The students who conferenced with the ESL instructor to see how close they were to higher ELA and math scores, who analyzed their latest NYSESLAT scores as well, who attended ESL classes and met the mandated minutes of instruction, who invested their time in their work to make academic achievements in the ESL class and who took advantage of Common Core-based instruction during the Saturday or after school sessions made the achievement of moving from Intermediate to Advanced or from Beginner to Advanced on the NYSESLAT. On the other hand, many of these same students moved up to the next level on state exams, from 1 to 2 in Math or in ELA or in some cases to 3s in one area. Many Advanced students who fell under this criteria of being academically invested and willing to take advantage of support services scored 2s in both areas.

MSK113 only had one student sit for the LAB-R last year, so there is not enough data to be analyzed. The one student who took the LAB-R last year tested at the Beginner level, which was expected as he had only been in the country 10 months at the time. Based on his test results for the LAB-R, he was appropriately placed in the Beginner class and he sat in an extended day class with the ESL instructor. The instructor also pushed into 5 of his classes. His performance also revealed that he would test at a level 1 for math and ELA, and would, most likely, achieve Beginner-level status on the 2013 NYSESLAT. He needed a second year at the Beginner level to adjust to school in America and establish a comfort level that will allow him to make measureable gains-though he did do fairly well on the speaking and reading levels of the 2013 NYSESLAT for someone

who had only been here for less than a year.

Though there are still gains to make, overall, it can be confirmed that an analysis of data conveys that a balanced literacy approach used last year has allowed for some notable progress for our ELL population. Class time spent on independent and guided reading to explore overarching themes, character development, plot and an analysis of authors' purpose as well as writing activities left students feeling less anxious about state exams and the NYSESLAT. This approach to instruction also afforded students an opportunity to demonstrate the depth to which they acquired knowledge, to benefit from a familiarity with the text-domain vocabulary and to exhibit their stamina to delve into writing analyses. As a result, the ELL population performed as well as if not better (as in the case of some of our Advanced-level students) than members of the student body who participate in general education classes. For example, journal writing and scaffolded writing assignments that were used with graphic organizers simultaneously, a review of grading rubrics and checklists left many students writing more cohesively and equipped to employ a word bank full of more academic vocabulary and transitional words. In all, these strategies allowed for them to execute writing that had clear attempts at establishing or strong organization and fluidity.

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 ESL teacher sends a school-wide email to the staff members that provides NYSESLAT modality scores, ELL status (B, I, A or P or FELL) and ARIS scores for ELA and MATH for the last two prior years. Then, the school's 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level MATH teams and its 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level ELA teams use this information to make sure that, first and foremost, as a check for making sure all the ELLs are identified again, and that, most significantly, the needs of the ELLs are met, especially those who have disabilities. Secondly, the NYSESLAT modalities are proof that all instructional decisions for differentiation are worth investigating. The ELLs performance on the NYSESLAT modalities confirms that it is an invaluable practice for MS113 teachers to continue conferencing about and employing. The analysis of data confirms that the support of our ELLs by all staff members is integral as this group of students demonstrates that they can make significant gains with academic assistance curtailed to their needs across the disciplines. Thanks to this data, teachers are also happy to continue to cooperate with ELL programming and the pull-out services. They are willing to exude flexibility in the delivery of instruction for these ELLs as doing so is advantageous for these students who, in some cases, outperformed general education students.

Finally, the data also reveals information about how to drive instruction for the varied levels and grade levels of ELLs at MS113: for whom scaffolding should be lightly tiered and those students for whom lessons should be heavily tiered; how rubrics should be used and when, how and when to focus on implicit versus explicit instruction, where accountable-talk should be focused on more or less, and how to employ writing prompts and peer-conferencing effectively. Similarly, the ELA department and the ESL teacher keep portfolios of ELL writing so that writing skills, structure, support of claims, use of transitions, development of claims, topic and concluding sentences can be monitored—especially so that students can make gains in the writing modality.

The improvements in speaking will be made thanks to the school-wide concentration on discussion in the classrooms. The use of Code-X by Scholastic will also help to make improvements in reading as this instructional resource/tool pushes teachers to use different routines to promote critical thinking and text analysis. The ESL teacher will help the students explicitly in the listening modality because of the fact that the listening sub test and the newness of the format gave so many students considerable difficulties--at times it was the or one of their lowest scores.

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?

a. Again, many of the ESL students, such as the Beginners who struggled with literacy skills, were still able to make tremendous academic gains because of the support across the content achieved in the ESL classroom. The mandated minutes they were able to benefit from allowed them to transition from Intermediate to Advanced, from Beginner to Advanced. For those students who remained in Advanced, they were able to make gains in the modality that is most significant: writing. The students who didn't transition from Beginner to the next level were not expected to because of the short amount of time they have had in America. Finally, the students whose specific needs were identified by NYSESLAT, Math and ELA state scores as well as baseline assessments have scores that reflect that the areas in need of improvement that they needed to make progress on (identified at the beginning of the school year) resulted in students making achievement in some if not all of those specific areas: organization in writing, inferencing, paraphrasing, recalling details, using synonyms in extended writing to make writing less repetitive.

b. The ELLs are, for the most part, a silent group of students. Ninety percent of these students are reticent to speak in their general education classes. However the recent Periodic Assessment scores will hopefully be a proponent for our staff to continue to make the learning environment for ELLs a comfortable and supportive one, to continue to think about groupings that will allow our ELLs to flourish, to explore comprehension through group work and discussion, and to exude their talents. As a result, class groupings, a greater understanding of how capable this population is of responding to academic challenges--although quiet--will be a motivator for all MS113 educators to investigate all avenues of unfolding instruction that reinforces their understanding of material.

c. Unfortunately, the periodic assessment was not administered last year. Students are not assessed in their native language. As far as math and ELA exams are concerned, the students are interviewed by the ESL instructor, and given an option about the possibility of exams being offered in their native languages. The ESL instructor makes it clear that they have the legal right to take exams in their native language, yet most opt for taking the exams in English. In the rare case where a student asks for the exam in his or her own native language, the testing coordinator orders those exams for that student. In turn, the Bengali students who wanted to have their exams in Bengali were told that they were not available for order through the network. However, the testing coordinator did contact the publisher of the exam for these 5 students to request a translation. Those 5 students were told that there is no guarantee that the exam for either math or ELA will be available, but the request has been made, one that cannot be confirmed closer to the testing window opening. This procedure was done this

and last year, however there is no data to describe how native language is used as a measure of success because no one took an exam in his or native language last year.

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](#).)

Based on the assessment of school data, educators at MS113--the ESL teacher included-- will continue to reinforce speaking, listening, reading and writing skills in order to promote their success in the ESL program. Yet, more importantly, MS113 educators will continue to focus on reading and writing to equip students with the necessary tools they need in order to thrive academically across the disciplines.

The data also confirms that there is a need and a benefit of continuing to put emphasis on utilizing Common Core-based tasks to help students develop stamina for state exams, to familiarize students with Common Core verbiage and to prepare students for performance tasks by unpacking directives. Further, the data also proves that the instructors must keep helping students develop their ability to comprehend and to employ text-domain vocabulary. Finally, the data confirms that instructors must continue to promote understanding through visuals and/or media and through discussion and critical thinking.

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

To begin, the interview is not used to consider the instructional decisions other than the parent choice of putting a student in the ESL program MS113 offers. The instructional decisions are based on the pull-out program that is set up based on a student's proficiency level in English based on the LAB-R for one student last year, yet primarily, on the results from the NYSESLAT exams.

As the school does not offer a dual language program, we can only support language implicitly for the time being. Similarly, the parent interview only influences instructional decisions in the vein that the trend at 113 is that parents have chosen ESL programming. So, instructional decisions are based on a student's placement in our pull-out program that is based on his or her proficiency level in English.

Dictionaries and bilingual glossaries are produced for all students. ELLs carry dictionaries so that they are available for them at all times. Lessons are scaffolded and visuals, video, and realia are incorporated for the effective roll-out of instruction. Again, teachers conference on an on-need basis with the ELL instructor so that there can be an effort made to translate necessary text-domain vocabulary to have at students' disposal.

In ELL classroom discussion, the ELL instructor asks the student to make text-to-self connections, to share idiomatic expressions to develop a sense of community, to write journal entries in students' native language, to discuss content with other students who speak their native language in that language.

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?

N/A

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

The success of the program is evaluated by cross-referencing data comprised of ARIS scores, NYSESLAT

scores and their ELA and Math scores. The ESL teacher analyzes how students' attendance, performance in the ESL program is, first and foremost, reflective or dovetailed with students' performance on state exams. Similarly, the ESL instructor also has students analyze their own scores at the beginning of each year. They are to list how they perform in each modality, to list their lowest scores and explain how they expect to improve, to list how many more points that they need to make in order to test at the next level of on the NYSESLAT. So, in this way, the teacher and the student are aware of whether or not the students were able to make the gains they were expected to make in each modality of the NYSESLAT, yet specifically, the modality in which they scored the lowest.

The ESL teacher also uses the data from these scores to predict and to generate a list who are the precursors of passing. The teacher also uses the data to generate a list and to predict a list of students are expected to make progress—move from one level to the next only (most students, the trend at MS113 shows, are so close to moving from one level to the other, that it is not expected that they make progress by achieving that 40 pts they need to make in modalities). So, at the end of the 2012–2013 academic year, 15 out of 18 students were expected to pass leaving the rate of students testing out at 83%. In addition, 17 students were supposed to make progress, based on the review of the data as aforementioned, and 15 students made progress: 83% as well.

The need for cross-referencing that data is also helping in getting students invested in their studies. For example, the ESL teacher has the students closely look at their ELA and math scores, and how they performed on each band. She looked at how many of her ELLs needed 0.15 to .01 points to scores at the next level. Based on the number of students who took advantage of Saturday and after school programming and who were invested in their learning, the ESL instructor expected, after reviewing data, 11 students to move to a level 2 if they were level 1s or to a level 3 if they were level 2s. Ten out of the 11 students met that goal.

The data proves that the analyses of her students provides our ESL instructor with the means to really know her students and how to help them make progress. Attendance is reviewed, the use of the writing framework and how it helps students write more cohesively is reviewed, how the ESL teacher tries to, to the best of her ability, align instruction with content-area teachers, and reveals that the success of our program is mixed. Though the social aspect of the program, the fact that the students feel comfortable and trust the instructor as well as the parents, the fact that there is positive feedback from parents and staff members who feel that they see ESL students making progress even in raising their hands in class (they are gaining confidence to try), in speaking and writing is becoming more fluid, there are still improvements to make. In terms of academic gains, 65% of our ELLs are performing according to standards for exams and for passing and achieving in content-area classes. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. There is still a need to aim for grouping ELLs in the same homerooms so that push-ins are a viable option for servicing our ELLs. For the time being, the pull-out system allows for most of our ELLs to receive their mandated minutes of instruction.

## 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](#).)  
We follow the protocol of having the HLIS survey completed within the first ten days of a student coming into our school if he or she is a new admint. In addition, since most of our students, 99% of them (and so are then already entitled), at least within the last 5 years, they are not new to the system. As a result, they are coming to MS113 with the HLIS have already been completed. Consequently, list notice indicates which students are ELLs. For non-list students, the HLIS is checked by the pupil secretary, Mr. W. Winston, the assistant principal, Jeanne Nagle or the ESL instructor, Ms. Karin Stinson. For students new to the NYC public schools, an HLIS is administered by the assistant principal, Jeanne Nagle or the ESL instructor, Karin Stinson and with a bilingual Spanish or Bengali paraprofessional, Ms. L. Hunto or Ms. S Akhter, respectively, if a translator is needed. For speakers of other languages other staff members assist: Ms. Nicol for French or Spanish, Ms. Stinson for French, Mr. M. Aristilde or Ms. M. Achille for Creole-speaking families. Only as a last result, are students used to help conduct the interview. However, most of families come to the school with at least one English-speaking member. The HLIS is given in the student's native language when it is available, yet within the last three years, we have not had to administer the HLIS more than once. The LAB R is administered to those students whose HLIS indicates a language other than English and when there is no LAB-R score on file by the certified ESL Coordinator. Again, we have only administered a LAB-R to a speaker of Bengali. Though we do have a LAB-R for Spanish-speakers, we have not had to administer a LAB-R within the past three years, and it was not to a Spanish-speaking student so we have no data for that exam. All ELLs are given the NYSESLAT annually. The RLAT is generated, periodically, by the ESL instructor who then checks student files to make sure that all HLIS surveys are on file. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ESL teacher and testing modifications for Special Education ELLs are followed.
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.  
Though many of our incoming ELLs are joining neighbors or family members at MS113 and so are aware that the only program offered at MS113 is ESL, within the first ten days of class, students new to the school or new to the NYC public school system, are given letters in their native languages to select the available program choice. However, we have not had students new to the system within the past 5 years. So we haven't had to provide parent-choice options. In the event that we do have a new admit to the system, we will follow through with the protocols for assisting parents with the program choice selection process.
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].)

Within the first weeks of class, on a daily basis, the ESL teacher, Ms. K. Stinson and the personal pupil secretary, Mr. W. Winston, consult ATS for NYSESLAT exam history for entitled and unentitled students and new students (RLAT). Students new to the school are given an entitlement letter by the ESL teacher as well as a brochure about the school. From that information, a list of students entitled to ESL programming is generated by the ESL teacher, Ms. K. Stinson. She then, created an ESL spreadsheet that details the names of the students who will get an entitled letter, and there are two columns to be checked off: received letter and that the letter was returned and signed by the parent. The letters are given to students in English and in their native language. The letter is photocopied, once returned, is kept on file in the ESL teacher's room and the original is kept in the student's school folder. Please know that the entitlement letter is provided in every language spoken by our students, yet the only native language of all our ELLs we cannot provide a letter in is Fulani. In addition, the list of students who placed out of ESL is generated from ATS and those students receive two letters: tested out of ESL and will continue to get accommodations and a tested out letter, but parents can choose that their child remains in the program for continued support letter. The letter is handed out to the students, and once returned, signed and kept on file as a photocopy in the ESL teacher's files and the original goes to the student folder. All letters, are given to the student by the ESL teacher who keeps a checklist of letters sent out and handed it so that accurate records are on file. We have not had students new to the school system within the last three years, so when a student is new to the system, we will of course follow the protocol for providing parents with the program-selection availabilities choice form. The orientation meeting is held in the first month of school. In addition, the assistant principal, the pupil personnel secretary and/or guidance counselor explain the different language programs for students new the New York public school system a LAB-R is administered to decipher fluency, but for on-going new admits. In addition, the ELL instructor, the assistant principal or the pupil personnel secretary accesses the exam history report and home language surveys so that parents can be informed the choices of instruction available. The ESL teacher also accesses ATS daily for the first 8 weeks of school to maintain an up-to-date list of ELLs entitled to services.

At this time or during the ELLs second week of class, entitlement letters, continuation of entitlement letters and tested out letters are sent to parents. Parent selection forms are sent home with students if the parent has not made a selection at the orientation or in the admission interview with the counselor, Mr. L. Krevsky assistant principal, Ms. J. Nagle, though we have had no students new to the system.

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. Once again, the ESL teacher, Ms. K. Stinson, within the first weeks of school generates the entitlement list of students from ATS' RLAT report. The letters are handed out to students by Ms. Stinson and kept on file in the school folders, but she keeps a photocopy on file in her room in her filing system. Entitlement and continued service letters, and tested out letters are given to all students. In addition, if a parent wants a program that is not currently available, TBE or DL, then the ESL Coordinator, Ms. K. Stinson or the AP of

Compliance, Ms. J. Nagle, research alternate placement for these students, if not, they contact the network specialist. Parental decisions, IEP mandates, and NYSESLAT scores are used to place students in the appropriate program. Where a parent insists that his/her child remain in our school despite the fact that a bilingual program is indicated, once a gain, the assistant principal or ESL coordinator explain the situation to the parent in a formal interview. Translation services are provided by Ms. Nicol for Spanish, Ms. L. Hunt for Spanish, as well. For Creole, Ms. A. Achille or Mr. M. Aristilde translate. For Bengali speakers, Ms. Akhter is available. In addition, as aforementioned, if a student places out of ESL by means of his/her NYSESLAT RLAT scores, a non-entitlement letter is provided for the parent as well as a letter for those parents who insist that the student remain in our ESL program. No matter what the parental decision is, students letters are kept on file and students are always eligible for extension of services (including extended time modifications) and tutoring.

Please note that we are not developing the child's second language as MS113 offers an ESL program only. At this time, there is no stand-alone foreign language class, so that being a reality for the moment, a child's native language is not factored into instructional decisions besides groupings of ELLs with a student who speaks his or her own native language. Ours, once again, is a monolingual program only.

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.

Once again, the ESL teacher, Ms. K. Stinson, within the first weeks of school generates the entitlement list of students from ATS' RLAT report. If a LAB-R is administered, though we haven't had a trend of administering one, the exam history of a student taking the LAB-R is generated as well to include that student's name on the list of students entitled to take the exam. Before exams are ordered, the testing coordinator confirms the proctors: Ms. J. Nagle, Ms. R. Roye and Ms. K. Stinson are the pedagogues who administer the exam. Then, the list of ESL students is confirmed, a date for each sub test is set, and then letters for testing are translated and sent to the students' homes. Letters--in English and all native languages-- are sent out a month before the NYSESLAT's administration, these letters are also available during the spring parent-teacher conferences and they are sent home with students a week before the administration of the NYSESLAT. In addition, the faculty and administration are notified of the list of ELLs who will take the NYSESLAT and the dates of testing at these same times. One administrator is chosen to administer the speaking part and two ELA teachers are chosen to assist with the speaking sub test as well. Afterwards, the speaking part is administered, two to three students each day from the open of the window for its administration until the close of the window for the speaking part. The 6th graders are tested for Listening and Reading on the first of two testing days for the administration of the NYSESLAT, and the second day is for the writing. The administration for the 7th and 8th graders transpires in the same manner.

All staff members are notified that the test is untimed so are made aware that testing may take from 3.5 hours or until the end of the day.

ATS reports are also generated twice a month to check the eligibility of a student being moved into our

monolingual ESL program. Even new admits names' are added onto compliance lists (lists of students entitled to take the NYSESLAT, entitled to glossaries and dictionaries, translation services, extended time and instructional strategies used for ELLs of varying levels).

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. [i](#)  
A review of parent choice forms shows that in all cases parents choose ESL at MS113 over bilingual education programs at other schools. In other words, the trend in the school indicates that parents opt for ESL at 113 even though the only program offered is ESL. In addition, there is little to no data support the trend as the numbers of new admits to the public school system we have coming to MS113 is so low (at least within the last five years). So, yes, the program modles at MS113 are aligned with parent choices because we have all entitled students in ESL groupings based on the English proficiency level and based on the fact that parents choose the ESL program at MS113 as the form of instruction for their children. Where a bilingual program would clearly be the most beneficial for a student (because a student is not making progress, however, the counselor, Mr. Krevsky will schedule a meeting to discuss the matter with the parent, and if need be, the pedagogues mentioned in section 4 will help with translation. If a student is really not faring well, and a parent chooses that a student remain at MS113, a plan for academic intervention is investigated by the ESL coordinator, Ms. K. Stinson and Ms. J. Nagle, the AP of Compliance, and the network specialist is contacted as well. The guidance counselor, Mr. Krevsky, and the assistant principal of compliance are also available to answer questions about the ESL program at MS113 and other programs existing for ELLs at other schools. Additional parent orientations are held as needed.

# 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])?

Students' NYSESLAT scores are closely reviewed in addition to their ELA and Math scores in order to design a pull-out program. First, this analysis proves to be useful for deciding where to group the Intermediate level students. Second, the evaluation of scores helps to determine how grouping is established, by grade level and then proficiency level. This year, it was decided that the 6<sup>th</sup> grade Intermediate students would be grouped in their own section separate from the Advanced level students. This grouping of Intermediates will hopefully allow these students who need to make little gains in ELA scores to achieve a higher score by moving from level 1 to a 2. In addition, this grouping will ensure that students are not overpowered by stronger students, and can therefore be more engaged and prompted to make academic achievements within and outside of the ESL classroom. The Beginner level students are grouped together regardless of grade due to the fact that an analysis of their scores has determined it is better for them to travel in a group of their own. Finally, the 7<sup>th</sup> and 8<sup>th</sup> grade students being Intermediate and Advanced, primarily Advanced, make up their own groups; in this manner the class acts as a group that can benefit from looping, there is a better teacher-student ratio and greater ease with establishing homogeneous and heterogeneous groupings (based on activities) for more purposeful, effective lessons for the students.

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)?

The Beginner level students are a combination of students from 6<sup>th</sup> to 8<sup>th</sup> grade and they receive the mandated 360 minutes of instruction. The 8<sup>th</sup> grade students receive 180 minutes of instruction: Advanced and Intermediate level students. The 7<sup>th</sup> grade Advanced students receive 180 minutes of instruction, and the one 7<sup>th</sup> grade Intermediate student receives pull-out and push-in services, and so receives as close to her mandated minutes of instruction as possible: 315 minutes. The 6<sup>th</sup> grade Advanced students receive their 180 mandated minutes of instruction whereas the Intermediates receive their 360 mandated minutes of instruction as well. The students are grouped based on their grade and proficiency levels with the exception of the Beginner-level students who are all grouped together. The school does not currently offer the a native language arts program, so the native language is developed implicitly. The ELA minutes of instruction are such that each student receives 320 minutes of instruction. For those students who do not receive the full mandated minutes of instruction, the network has been notified that the only reason those students are not receiving mandated minutes is because, contractually, the ESL instructor, Ms. K. Stinson, is already working 4 additional periods out of her contractual hours of instruction to service the ESL population at MS113 and has worked to the best of her ability to be in compliance for her students.

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.

In content areas, Beginner-level ELLs receive a lot of modeling, graphic organizers, visuals and formulaic approaches as well as the assistance of bilingual paras when possible. They are buddied with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries and/or glossaries are made available. In addition, content-area teachers, as often as possible, for project-based work conference with the ELL instructor to develop and to design forms of scaffolding and differentiation for the specific needs of one or a group of ELLs in that specific content area classes. In addition, some teachers provide a list of content that can be reinforced in the ESL classroom or in the ESL-grouped extended day sessions. In turn, the ESL teacher also, creates assignments that allow students to explore their vocabulary development in ELA and ESL through the content, she frequently asks students to make connections between what they are learning in their content classes to her instruction. She gives assignments that are content-based as well. Further, the ELL instructor, to support the content area teachers, on an on-need and on-demand basis, will provide recommendations about how to align and to develop instruction specifically to help ELLs achieve on performance tasks. As a result, supplementary materials for visuals are used whenever available. Intermediate and Advanced level students are encouraged to use English dictionaries, yet all ELLs are given vocabulary development exercises. ELLs with special needs receive reinforcement in their self-contained classes where they are given opportunity and assistance in doing homework, in reading and in writing. In addition, specifically with Social Studies and Science content, graphic organizers, Venn-Diagrams, vocabulary word banks, videos, and realia have proven to be a powerful means of making information comprehensible for all of our ELLs, even former ELLs.

The materials used in each program are used for sheltered English and ESL delivered using the CALLA method. The materials used novels or poems for each grouping, non-fiction (science or history-based) or informational texts, and, during test preparation, Attanasio NYSESLAT materials. The ESL teacher develops her lessons for the delivery instruction by using the CCLS; she specifically uses the standards to drive instruction, particularly in areas where the students need improvement and she develops lessons and performance tasks that are aligned with CCLS performance tasks and that use the CCLS academic language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Our greatest ELL populations are Bengali and Spanish speakers. So, students who are Bengali-speaking or Spanish-speaking are encouraged to discuss tasks, whatever the modality, before they begin to execute them. In addition to having classroom vocabulary translated in advanced in order to make content more comprehensible for all the school's ELLs, the bilingual paras are asked, on a needs-basis, to attend ELL classes or to assist with reading or writing assignments to ensure that students can achieve to the task with as much success as possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Last year, the diagnostic used was informal: a baseline assessment in writing. A periodic assessment was

not offered. However this year, the MOSL that was mandated by the state for ESL was used to assess the modalities of reading and writing, and the periodic assessment has been used to measure the modalities of reading, writing and listening. Students are frequently assessed in their reading and writing skills for on-demand writing developed according to CCLS, and with the use of CODE-X instructional routines, the modality of speaking as well as discussion is embedded in each unit. The students are assessed on their speaking on a daily basis as participation in class must be written and spoken; students are informed every day that they are to meet expectations by being heard every day and by having written every day (the amount is determined by the task of the day).

The focus for the school this year is discussion and questioning, so in this manner, the modality of speaking is going to be evaluated throughout the year without question during classroom instruction. In fact, speaking prompts have been posted in all classrooms. In the ESL classroom, accountable-talk sessions are periodically offered as a form of assessment for which the students are thoroughly prepared; discussions echo questions raised in writing activities and share-outs from previous lessons. Students are evaluated in reading and listening during periodic assessments that take place in the fall and in the spring. Otherwise, students are often assessed on their ability to report information they exchanged with a partner during classroom lessons. Writing and reading are assessed in the ESL classroom on a daily basis for low-stakes assessments such as completing graphic organizers and reading-for-information tasks to enable students to share-out as means of supporting a claim (using academic language and prompts, course). In addition to in-class writing assignments, students are graded on their completing of graphic organizers and then for the published form of writing, on their ability to synthesize that information in paragraph or essay form that is cohesive, organized, full of topic and concluding sentences, transition words, text-domain vocabulary and a display of the students's understanding of the conventions of standard written English.

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).

a.SIFE Students

For SIFE students, high-interest novels are provided as reading materials. We offer explicit ESL literacy skills and instruction (sheltered instruction, writing assignments that provide prompts, topic and concluding sentences and explicit instruction on how to transpose graphic organizers into cohesive writing pieces, paired work, homogeneous grouping, heterogeneous grouping with more proficient students who speaking their native language, visual aids, realia, videos and an activation of prior knowledge). ELLs at MS113 also have access to a leveled reading library that includes low-level to mid-range novels for independent reading. SIFE students are instructed in the same manner as long-term ELLs otherwise. See below.

b.0-3 Years.

There is no student who is paired with a 1-1 paraprofessional, yet, students are paired with bilingual

paraprofessionals when needed. They are also provided with leveled work, passages on 1st to 8th grade reading levels depending on their proficiency level. They work on vocabulary development, and, when necessary, translation from native language to English. They work on developing their listening and speaking skills first. ESL teachers also coordinate with core teachers and help them develop scaffolded activities with templates for writing, provide them with bilingual dictionaries, inform content teachers of testing accommodations and after school tutoring. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries with the exception of the Fulani speakers. This year, exams are also administered in their home language when available, and if requested.

c. 4–6 years.

These students also read high-interest novels and spend time on guided reading and writing activities: Common-Core based and NYSESLAT writing assignments. We incorporate small group work based on ability level. Academic language and vocabulary for Common-Core based directions are directly taught in preparation for state exams. After school tutoring is offered to prepare ELLs for exams to allow teachers to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high-stakes testing periods, students are tested in separate locations and given extended time.

d. Long-Term ELLs

Long-Term ELLs, who do attend school regularly, receive instruction which targets literacy skills explicitly. The Long-Term ELLs have needs similar to Advanced students who need to prepare to transition out of ESL. As a result, their reading goals are to read with more fluency and fluidity, to recognize and to change word groupings (i.e. adverbs to verbs, nouns to adjective and vice versa), to cite for information that supports claims, and most importantly to unpack information in writing and reading tasks so that the direction are clearly understood and tasks successfully rendered. Students also work on paraphrasing, using synonyms, employing text-domain vocabulary and writing prompts. In addition, they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing processes also include workshops and peer-editing. Templates for Common Core-based questions are also used. Students are encouraged to read and reread, to participate in think-alouds, discussions, and group work. The Long-Term ELLs in our school are either placed at the Intermediate level or the Advanced level. Efforts are, on a regular basis, made to have students reflect on their own language learning process—metacognitive self-evaluation—and experience to discover ways how they have made gains and/or how they continue to improve. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries. State exams in their home language are offered when available, and if requested.

e. Former ELLs' scores are also assessed. Those students who do place out are invited to continue services, specifically those students who have made considerable scores due to the fact that services were rendered and the student invested his or her time into achieving his or her own academic goals for the year (in either or all of the modalities: speaking, listening, reading for writing). The names of students who are Former ELLs are also given to

instructors. In addition, the instructors are invited and encouraged to look at ARIS for Math and ELA scores. In addition to delivery of instruction within content areas, the instruction parallels that given to Long-Term ELLs.

Like Long-Term ELLs, for up to two years after passing the NYSESLAT, our former ELLs are grouped in classes where there is an emphasis on vocabulary, and thanks to our stream-lining of academic intervention for our students, Code-X published by Scholastic, is used from grades 6-7. With this resource for English Language Arts instruction, students will learn how to take ownership of high-occurrence words and text-domain vocabulary so that, once the text complexity increases, they have a means to comprehend readings. Students learn the forms of words (verbs, nouns, adjectives), collocations of words, and how to employ them with sentence frames and examples generated by dint of paired activity completed in class. In addition to vocabulary development, the routines that Code-X gets students accustomed to requires them involve reading and rereading texts to unpack deeper meanings with each read, to participate in think-alouds/ discussions and to complete group work to promote language development that is embedded rich content-based learning directives. Further, for the delivery of instruction within content areas, the instruction parallels that which is given to Long-Term ELLs. Lastly, the school is working with Michelle Kunnen to engage in an Aussie-led targeted goal intervention program to ensure the success of students, specifically one that will help ELLs. Consequently, Ms. Kunnen is working with MS113's educators to assist them with developing scaffolded lessons that aid the development of text-domain vocabulary and language functions. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries. State exams in their home language are offered when available, and if requested.

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?

A list of students with disabilities is generated from the RLAT report from ATS, and it is cross referenced with SESIS. Further, the ESL coordinator confers with the speech pathologists, Ms. Zaurava and Mr. Bousis, Mr. Krevsky, the guidance counselor and the SETSS provider, Ms. Demetrius to ensure that ELLs with disabilities receive mandated support services from these pedagogues and that there is no conflict between the ESL program for their grouping and speech, counseling or SETSS services to be received as well.

A small number of our ELLs have disabilities that do not impede their cognitive processes at all; some will be decertified soon but can still benefit from the extension of services or they are students who need counseling or speech services. All For those who do have disabilities that impede their ability to grasp a firm understanding of content, the school is learning that some of these students are performing poorly on high-stakes testing due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is writing essays. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. As a result, for ancillary materials, content area teachers use content-based readers—when available—such as National Geographic and Discovery Kids. In addition, as often as possible, experiments,

hands-on manipulatives, realia and graphic organizers and word walls help students make thematic connections, recall information and establish prior knowledge they can build on. In order to establish comfort with the high-stakes testing verbiage, the school has decided to have a uniform use of design of learning objectives: one that employs Webb's Depth of Knowledge so that Common-Core based tasks seem less foreign and daunting to our ELLs, especially those of our ELLs who hold IEPs.

All novels are chosen based on lexile level and they are also chosen from teenage literature listings. Choosing popular or high-interest novels and instructional materials that reinforce history and science curricula accelerate language acquisition. Further, by engaging students and increasing exposure to text-domain and academic vocabulary, by familiarizing students with tier II and/or tier III vocabulary the chances of their understanding background information and of retaining the central ideas of units increases. The ESL teacher has attended one all-day November, one all-day December and an additional all-day January professional development conference to become fully integrated in the Scholastic-published Code-X literary resource MS113 is using for English Language Arts instruction. As a result, the routines in the literature chosen for the ELLs (Stargirl by Spinelli, Divergent by Roth, The House on Mango Street by Roth and How to Make Lemonade by Wolffe) are used by our ESL teacher, Ms. Stinson. In this manner, students are familiar with the structures embedded in lessons so that they can easily take ownership of high-occurrence words and text-domain vocabulary so that, so that writing and discussion activities allow for comprehension to go up even when the text complexity increases. The ESL teacher also frames short responses and extended writing tasks in the same manner so that rigor is Common-Core based, scaffolded and familiar to students. The consistency of routines gives students repeated practice with writing and talking about literature using academic language, and more importantly, the repetition of routines also gives students confidence in their ability to perceive their success. Finally, once again, the focus for the school this year is discussion and questioning, so in this manner, the modality of speaking is going to be evaluated throughout the year without question. In fact, speaking prompts have been posted in all classrooms. In the ESL classroom, accountable-talk sessions are periodically offered as a form of assessment for which the students are thoroughly prepared; discussions echo questions raised in writing activities and share-outs from previous lessons. In addition to in-class writing assignments, students are graded on their completing of graphic organizers (that are partially-completed for them or completed during paired work) and then for the published form of writing, on their ability to synthesize that information in paragraph or essay form that is cohesive, organized, full of topic and concluding sentences (thanks to grouped writing workshops), transition words, text-domain vocabulary and a display of the students's understanding of the conventions of standard written English.

To ensure all ELLs with disabilities receive services on their IEPs, the ESL student list is cross-referenced with the list of students with disabilities. In addition, ARIS is cross-referenced with SESIS by the ESL teacher. Then, the special education instructors (Ms. Christal Demetrius, Ms. Zaurova, Mr. Boutsis) meet to make sure that student schedules allow for students to receive all of their mandated services without conflict, especially for ICT, SETTTS or counseling. Finally, the schedules are based on level of proficiency and

not ability. So, students with disabilities are always interclassroomed with higher performing students with whom they can work. The list generated from ATS, the RLAT, allows the ESL teacher to ensure that all students entitled to ESL services are captured as well as students who are needs-based.

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?

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal-setting play a substantial part in the instruction for some of these students. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with handicapping conditions or emotional disorders that may impede academic success. More scaffolding and direct teaching of vocabulary is used. Instruction incorporates a variety of learning styles. Otherwise, aside from accommodations that ELLs with IEPs receive as per their educational plans, modifications and instructional goals for the year, instruction parallels that given to Long-Term ELLs and Former ELLs. Students with disabilities are inter-classroomed with undisturbed peers. The one student who spends one 40-minute period a week without her peers is the one 7th grade Intermediate-level student who is in a class with 7th grade Advanced students. Since she needs more ESL instructional time, she meets with the ESL teacher in addition to the 4 periods (180 minutes worth of class time) alone. What is an advantage for her is that she is in a self-contained class, and since she has been ESL, the grouping with higher performing students has allowed her to find her voice more, to participate more rigorously in class discussions and to find the assistance she needs to complete more in-class and homework assignments readily.

### Courses Taught in Languages Other than English ⓘ

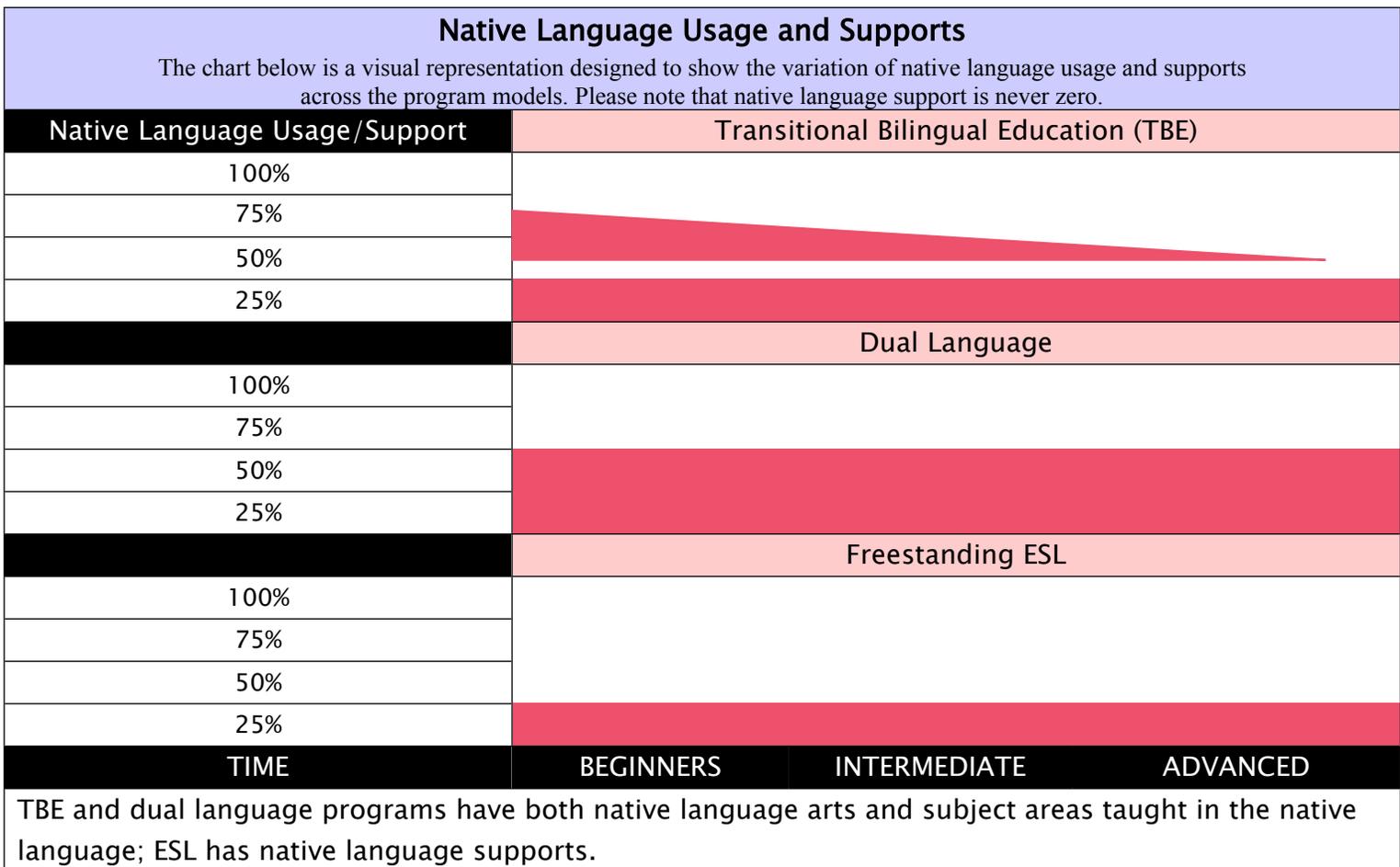
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	0		0	N/A
Social Studies:	0		0	N/A
Math:	0			
Science:	0			
0	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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.

For now, one of our Special Education math instructors has kept the ESL instructor up-to-date with math vocabulary that is important to reinforce for the units taught so far. The school has also purchased Scholastic's Code-X textbooks: a standards-based literary text that references other disciplines.

In addition, the school is still developing its intervention program for ELLs, especially with our growing ELL population. Ms. Kunnen, the Aussie consultant whose background is in ESL education, is now leading professional development workshops to engage all students, yet ELLs in particular as well.

Once again, since the school's goal is to engage all students, ELLs included in classroom activities and discussion, there is more attention to lessons being scaffolded for department common planning as well as using and visuals, video, and realia being incorporated for the effective roll-out of instruction.

In ELL classroom discussion, the ELL instructor asks the student to make text-to-self connections, to share idiomatic expressions to develop a sense of community, to write journal entries in students' native language, to discuss content with other students who speak their native language in that language.

In order to enable students to become self-reliant, bilingual dictionaries and content area glossaries are available in classrooms. Further, conferences with instructors are held on an on-need basis as well as communication by email

Finally, the intervention program groups the lowest level of ELLs in the the school-wide 37.5 minute-extended day program. The students work on targeted areas of instruction as outlined by the ELA and math curricula, and again, they are grouped by level. Consequently, it is Beginner and Intermediate-level students who attend the ELL-guided extended day which meets from 2:24 until 3:07 pm, from Monday through Thursday, and focuses on math and ELA in alternance on a weekly basis.

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 implications of the data are that MS113 educators must continue to reinforce speaking, listening, reading and writing skills in order to promote success in the ESL program, but more importantly to focus on reading and equip students with the necessary tools they need to succeed in all content areas.

Instructors must also continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Just Code-X employs, there will be an increased emphasis on the use of graphic organizers and Venn diagrams for pre-writing as well as utilizing established rubrics. These strategies are geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraphs, argumentative essays) that will help students develop their ability to synthesize ideas and overall comprehension or ability to express themselves in writing.

The results of tutoring have proven that students are prepared for the NYSESLAT and that they do benefit

from smaller group settings for personalized instruction. Students who are more reticent to participate or to ask questions in general education classes, who have come to tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities, have shown that this support has been beneficial to their acquiring knowledge and achieving academically.

Repeated from Part III, number 8.

The success of the program is evaluated by cross-referencing data comprised of ARIS scores, NYSESLAT scores and their ELA and Math scores. The ESL teacher analyzes how students' attendance, performance in the ESL program is, first and foremost, reflective or dovetailed with students' performance on state exams. Similarly, the ESL instructor also has students analyze their own scores at the beginning of each year. They are to list how they perform in each modality, to list their lowest scores and explain how they expect to improve, to list how many more points that they need to make in order to test at the next level of on the NYSESLAT. So, in this way, the teacher and the student are aware of whether or not the students were able to make the gains they were expected to make in each modality of the NYSESLAT, yet specifically, the modality in which they scored the lowest.

The ESL teacher also uses the data from these scores to predict and to generate a list who are the precipice of passing. The teacher also uses the data to generate a list and to predict a list of students are expected to make progress—move from one level to the next only (most students, the trend at MS113 shows, are so close to moving from one level to the other, that it is not expected that they make progress by achieving that 40 pts they need to make in modalities). So, at the end of the 2012–2103 academic year, 15 out of 18 students were expected to pass leaving the rate of students testing out at 83%. In addition, 17 students were supposed to make progress, based on the review of the data as aforementioned, and 15 students made progress: 83% as well.

The need for cross-referencing that data is also helping in getting students invested in their studies. For example, the ESL teacher has the students closely look at their ELA and math scores, and how they performed on each band. She looked at how many of her ELLs needed 0.15 to .01 points to scores at the next level. Based on the number of students who took advantage of Saturday and after school programming and who were invested in their learning, the ESL instructor expected, after reviewing data, 11 students to move to a level 2 if they were level 1s or to a level 3 if they were level 2s. Ten out of the 11 students met that goal.

The data proves that the analyses of her students provides our ESL instructor with the means to really know her students and how to help them make progress. Identification and awareness of students and their levels, how they learn best is a fundamental step to making our program for ELLs effective. Attendance is reviewed, the use of the writing framework and how it helps students write more cohesively is reviewed, how the ESL teacher tries to, to the best of her ability, align instruction with content-area teachers, and reveals that the success of our program is mixed. Though the social aspect of the program, the fact that the students feel comfortable and trust the instructor as well as the parents, the fact that there is positive

feedback from parents and staff members who feel that they see ESL students making progress even in raising their hands in class (they are gaining confidence to try), in speaking and writing is becoming more fluid, there are still improvements to make. In terms of academic gains, 65% of our ELLs are performing according to standards for exams and for passing and achieving in content-area classes. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. There is still a need to aim for grouping ELLs in the same homerooms so that push-ins are a viable option for servicing our ELLs. For the time being, the pull-out system allows for most of our ELLs to receive their mandated minutes of instruction.

ARIS scores are reviewed weekly the first month of September, marking period grades are reviewed at the end of the marking period, periodic assessments and MOSL scores are reviewed when they become available. Attendance is reviewed weekly and this has proven to be effective because the students have learned to see that reaching for higher is attainable.

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

Title III funds provided the means to purchase software for the delivery of instruction to assist our newcomers, LTELLs and ELLs with disabilities across the disciplines. First, the Rigor Program provides instruction, practice and assessment while reinforcing mastery of critical skills. It focuses on the individual needs and desires of students, and so accommodates their different learning styles. The program targets Common Core Standards for both mathematics and language arts at all grade. Further, the SuccessMaker software differentiates reading and math instruction for students in grades K-12. It provides instruction, practice and assessment, focuses on students' needs, and accommodates their different learning styles. It is Common Core Standards-based for Math and ELA. Finally, Cengage Learning Inc. is a workbook that provides fundamental vocabulary building and grammar exercises for Beginner ELLs.

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

No programs will be discontinued.

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

Students audition for the school's performing Arts programs, and to the best of availability and their performance, can participate in the talent of their choice. In addition, all students are eligible to attend Long Island University's after school enrichment program, however many of our school's ELLs choose to participate in our instructor's enrichment program. The after school ESL tutoring takes place on Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. Yet, in the month of March, tutoring hours is extended so that they end at 5:30 p.m. The Tuesday and Thursday sessions are led by our ESL instructor who serves 2 to 8 students depending on student availability. The Saturday program begins at 9:00 a.m. and finishes at 1:00 p.m. The Saturday program is also be led by our sole ESL instructor who serves 8 students depending on student availability.

During these programs, students read novels to build vocabulary, reading fluency and stamina. Many of the students need to participate in literature circles as they do not spend enough time reading at home, nor do

they have someone to read with or who can engage them in critical thinking at home. Consequently, the ESL instructor will, first and foremost model reading fluency and fluidity during each tutoring session. Through modeling, she will teach the students pacing, she will teach how to let punctuation guide the reading of the text, and she will instruct how to give meaning to the text with inflections, emphasis on certain words and by means of activating the schema.

After our ESL instructor models strong reading of literature in the literature circles, not only will students then practice reading aloud themselves, but as our ESL instructor has chosen high-interest novels, students will build an appetite for reading as, each session, they will feel the suspense of the plot movement and the reward of reading for pleasure during each tutoring session.

In addition to reading, students will be instructed to decipher meaning of new vocabulary words from context clues. In addition, our English Language Learners will evaluate how the main idea of the novels used in the literature circles is developed, they will practice supporting claims with textual evidence, they will analyze and discern characters, they will ask questions (critical thinking) related to the author's purpose, characterization, plot or text-domain vocabulary, they will engage in making text-to-text/text-to-self/text-to-world connections all to achieve this goal: to become more adept at literary analysis and response. If they can use prompts to discuss literature, this methodology will not only aid our ELLs in improving how they write to convey their understanding of the text, but in helping them to translate those verbal constructs into cohesive writing.

In addition to participating in Common Core-Based reading tasks, our ELLs will explore cognates, antonyms and synonyms. They will also explore using all of the verb tenses: present perfect, past perfect, progressive, conditional and passive in order to make gains in their ability to execture grammatically polished writing.

As speaking is an integral part of language acquisition, in order to guide students to use their conversation to increase their ability to speak academically, the literature circle will enable students to discuss and evaluate the important details of our reading. In addition, they will give their opinions about characterization, theme and central ideas.

Aside from the literature circles, tutoring sessions will allow for students to strengthen grammatical skills and argumentative writing skills. Closer to April and May, students will prepare for the ELA, Math and NYSESLAT exams. All work will tackle NY State Common Core Standards of reading and writing.

Finally, the Academic Zone is a program that is offered by Ms. Zan Taylor. She directs students for homework help, and then has the students participate in varied sports activities. There is no success in sports without academic perseverance, hence the title of the program. The school also offers classes with Long Island University that are craft and recreationally based. The program is open to all students, yet our

ESL instructor confers with the program leaders so that they are aware which ELLs attend.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students are encouraged to use Microsoft Word, PowerPoint and/or the classroom computers that have the ESL instructors list of on-line leveled readers and instructional math and grammar games. In addition, this year's Title III funds has incorporated the RIGOR program which is an interactive computer-based program. All of the ELA teachers also have leveled reading libraries.
- The House on Mango Street is used for the Beginner level students. How to Make Lemonade is used for the 8<sup>th</sup> grade Intermediate and Advanced level students. Divergent is used for the 7<sup>th</sup> grade Advanced and Intermediate level students. The 6<sup>th</sup> grade Intermediate and Advanced level students are reading Stargirl. Non-fiction articles amended from The New York Times, Code-X is used with the Beginner level students. The technology used is minimal as students are now mandated to use IXL for math class and many of the students already have technology.
- Finally, the Aussie consultant, Ms. Kunnen and the network leader, Sharon Mahobir, are working closely with the Social Studies, Math and ELA departments to provide professional development sessions so that they can target the needs of low-level students like ELLs, students with disabilities and ICT/SETTS students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are permitted to conference in their native languages, to write journal entries in their native language, to read independently in their native language. Programming also has students grouped with at least one speaker of their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required ESL services and resources are in alignment with students' ages and grade levels.
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.
- Newly enrolled ELLs are invited to our audition and orientation weekend sessions. Within the first weeks of school, bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September, especially the ESL instructor.
- Newcomers are introduced to a buddy or, in some cases, students with severe needs are introduced to a group of ELLs or FELLs in the school who speak their native language. Students are also acquainted with the ESL instructor, their assistant principals, and where to find the ESL schedule on all four floors of the school building.
18. What language electives are offered to ELLs?
- MS113 is a performing Arts school, therefore, art, graphic Arts, theatre, dance, chorus and technology are all electives in which ELLs can choose to participate. These classes are Common-Core aligned, so reading and writing skills reinforce writing strategies learned in ELA and ESL classrooms and help to develop text-domain vocabulary as well as writing through across the content through hands-on learning and experiential education.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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)?

N/A

## 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. Workshops in ESL methodology are offered through the network as a means of professional development days. For example, our ESL teacher attends professional development with the ELA staffs so that she has an informed means of aligning instructional content or methodologies with the department members. In addition, she has attended how-to conferences for the delivery of instruction for English Language Learners as well as how to use data to drive instruction for ELLs. In addition, teachers who confer or meet with our ESL instructor, on a needs-basis, receive informal training by the ESL teachers during some weekly departmental meetings. The ESL teachers also receive support in instruction and compliance issues from the network specialist and the administrative staff. Our ESL instructor also sends her data analysis to the entire staff so that that information can be used to inform her and the staff's instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of sharing this information is so that a greater number of ELL students can achieve academically, can develop academic language proficiency and, ultimately transition out of our ESL program.

Further, the school will be in contact with Mr. Joshua Metz, the ELL Compliance Specialist, in order to remain updated on professional development sessions that will inform the staff members of professional development for content-area teachers. For now, once again, the network specialist, Sharon Mahobir, and the Aussie Consultant, Ms. J. Kunnen, are working with staff members on a series of professional development sessions to help the MS113 staff realize the goals for academic improvement--as outlined by the chancellor--and there is a focus on group activities and scaffolding that will enable to ELLs, SETTTS and ICT students as well as students with disability to achieve success as well as general education students.

The ESL teacher, Ms. Stinson, has attended a meeting in November to review resources to help one of her newcomers. In addition, she has attended in October, a training on Code-X run by Scholastic, and in December, one led by the ELA assistant principal. She will also attend a final training on implementing this program on January 16. During the sessions, she exchanges information with other educators about how to make this rigorous text accessible to ELLs. In addition, Ms. Stinson, in September and January 10<sup>th</sup> and January 13<sup>th</sup>, has attended meetings led by the ESL Compliance Specialists to get a training on Kinsella's approach to the explicit instruction of vocabulary, ESL tasks, ATS and new coordinators' responsibilities, and NYSITELL training. Finally, Ms. Stinson has communicated to the Office of LA Coordinators, that she is interested in attending any training available for a professional development conference about how to make sure translation and interpretation services are to be made available for the parents of ELLs. Within the upcoming months, our ESL instructor will also attend any available training that is Common-Core based, based on writing and reading of informational texts or related to explicit ELL instruction.

3. Our ESL instructor has developed an exit interview for her students and she has also has provided them with a list of how to get acquainted with their schools before they start the new school year. Eighth graders are also encouraged to inform themselves about the form of instruction (free-standing or pull-out, the amenities available at the school, about mock Regents available, about after school or Saturday programs, course outlines and reading lists so that they can become more informed of the standards and expectations they must meet before the school year commences.

The testing coordinator and assistant principal of compliance have also attended network-led and organized trainings specific testing of all students--ELLS included--and the services of ELLs and students with disabilities. The ELL instructor will also email the ESL compliance specialist to obtain information about content-are based trainings for content teachers of ELLs as well as for the guidance counselor and the parent coordinator Since the school is developing its ELL program, many of the specific activities and professional development for ELLs and specific to the education of ELLs or the parents of ELLs need to be established too.

4. The assistant principal of compliance will have generated a list of teachers eligible for Jose P. training. This assistant principal, as well as the ELL instructor, will keep these names on file. Then, the attendance of Jose P. trainings will require that an attendance sheet will be signed as well as an evaluation form; both administration and the ELL coordinator will maintain those documents. Jose P. will be rendered to include a comprehensive overview of basic ESL key terms and programs. Teachers will have been provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers will also have the ability to bring in their own lesson plans and teaching materials to work one-on-one with our ESL teacher to add modifications and to differentiate their materials for the ESL population.

The Jose P. training will include, as always, profiles of different levels of ELLs--beginner, intermiate and advanced. The profiles will also include former ELLs and students with disabilities. The training will also include accommodations, testing rights for ELLs (glossaries, interpreters, dictionaries, extended time, eligibility) as well as promotional criteria of ELLs for the different grades levels: 6,7,8. Further, the training will include sessions on SIOP and tieir II and III instruction, the CALLA method, how to use prompts, word banks, sentence prompts vs. sentence strips as well as how to scaffold to make performance tasks, and lessons overall more comprehensible. Finally, the last session will involve teachers bringing in lessons and exams to make sure that testing and lessons being differentiated is put into practicce effectively.

Tentative dates are February 3, February 11, March 12, March 19 and June 11 and June 18.

## 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?

The school is currently establishing its programs for parent involvement. It has only been since last year that there has been a full-time ESL teacher. So, for those reasons, the school is still developing means of fostering parental involvement for parents of ELLs. For now, the ELL instructor has contacted the LA Coordinator office in order to get information about translation and interpretation services. In addition, the school is still developing its means to incorporate to its parents in school-wide activities and in activities for the parents of students. For now, we have tried to make sure that the ELL instructor is notified of calendar events in advance so that flyers, memos, letters home and other documents can be translated as expediently as possible and in due time.

The notification of students entitled and no longer entitled to ESL services is given within the first weeks of school. The dates of the NYSESLAT exam, the right to testing accommodations and HLIS forms are all given to parents in a timely manner (at least a month in advance or as soon as the student enters the building if newly enrolled).

All communications of programming, testing, invitations to school events and enrichment programs are sent to the homes in English as well as Arabic, Bengali, French and Spanish. Parents are welcome to visit classes and to make appointments with the ESL instructor to discuss academic performance and achievement. In addition, during Curriculum Night parents can become aware of the academic expectations of teachers school-wide, they can get acquainted with teachers and materials used in the classroom as well as online resources that teachers find useful as ancillary learning materials. During Performing Arts Night, guardians are invited to see how the Arts are used to engage, to instruct and to help the whole child develop, especially ELLs and students with needs. Aside from parent conferences, there are parent outreach meetings to acquaint parents with the high school application process and graduation. All of these engagement activities provide parents with diverse opportunities to get better acquainted with the MS 113 school environment as a learning community and to see to how the needs of their ELL children are met. In addition, we have two bilingual paraprofessionals to assist students and families.

The evaluation of the needs of parents is based on the communication with students, informal survey of how many of their parents need letters translated, the level of proficiency of students and meeting with parents at school. The ESL teacher takes note of the students who need communications in their native language for their parents. If translation or interpretation is not possible, a call is given by one of the professionals in the building as soon as possible. Otherwise, a hard copy of communication is sent home in English, and the student is explained that the translation will be available as soon as possible. The turnaround time is usually 1–2 days thanks to the number of speakers of our students' native languages in

the building.

Oral services and written services are established on a needs basis. However, for languages like Bengali, these students are coming from a tight-knit community and they often come to our school building, these parents, at the same time, so that they can assist each other and so that the Bengali-speaking paraprofessional is available for them at the same time too.

We are still, once again, a developing school when it comes to the needs of parents. So, translation and interpretation services still need to be developed. For example, the ESL teacher is in communication with the ESL Compliance Specialist to find an oral translator, if need be, for our Bengali or Fulani speaking students whose exams cannot be translated due to the fact that theirs is a low-incidence language, and therefore, publishers do not readily translate state exams in those languages.

Finally, the ESL teacher has a document, translated in all of the languages of the students of our school of questions to consider for those students who are transitioning from middle to high school. In order to prepare students and their families for making that transition, for enabling their children to succeed in high school, for helping their children to make the right choice of a high school, the ESL teacher has devised a list of questions to ask schools when determining placement: description of the ESL programs, activities for ELLs, Regents preparation classes, tutoring available, facilities, homework help, on line grading system--all means of determining how supported they will be at a said school.

## 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.

N/A

## Part VI: LAP Assurances

School Name: Ronald Edmonds Learning Center

School

DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawnique Daughtry	Principal		1/1/01
Jeanne Morgan	Assistant Principal		1/1/01
Eric Figueroa	Parent Coordinator		1/1/01
Karin Stinson	ESL Teacher		1/1/01
George Garcia	Parent		1/1/01
Linda Lowry/Math	Teacher/Subject Area		1/1/01
Kayinde Harris/ELA	Teacher/Subject Area		1/1/01
Sharon Mahobir	Coach		1/1/01
Bonnie Butcher	Coach		1/1/01
Leslie Krevsky	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ezra Lewis	Other <u>School Psychologist</u>		1/1/01
Lydia Hunt	Other <u>Bilingual Para</u>		1/1/01
Ms.Shada Ahkter	Other <u>Bilingual Para</u>		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 13K113 School Name: Ronald Edmonds Learning Center

Cluster: 2 Network: 211

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

### **Part A: Needs Assessment Findings**

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

First, the ATS report of languages spoken of students who make up our ESL population is generated in the beginning of the year and kept of file with the ESL coordinator. Secondly, the HLIS and parent interview is an indicator of the need for translation services or interpretation services. Finally, the ESL teacher, Ms. Stinson also conducts an informal survey with students, within the first weeks of school, of how much assistance the parents need for oral and written translation.

In addition, the language spoken at home is also included on the emergency card kept on file in the school's main office. For testing and ESL-related information, all communication is available in translation as it is sent to the DOE translation service well in advance so that the information can be disseminated to parents in a timely fashion. For last-minute informational sessions or events, the ESL teacher explains all information to students so that they can translate the information to their parents. Finally, the bilingual Spanish-speaking and Bengali-speaking parents are always available to assist with phone calls home.

The school is developing its translation services, however, the ESL teacher has explained how documents can be translated in a timely fashion, and the universal need for attention to this detail is constantly iterated by her during school-wide meetings, especially when testing and notices of testing are concerned. The availability of grading codes in the languages of our students for parent-teacher conferences, the availability of dictionaries and glossaries also makes it evident for staff that there is a need for translation and interpretation for our ELLs and their parents.

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

Overall, MS113 accommodates students and parents with translation and interpretation needs. Even when there is a last-minute need for a translator, there is always a staff member on hand to assist.

The school needs to continue to work on communication with teachers and administrators to make sure that flyers, and documents are generated in advance so that, if need be, they can be translated in our students' native languages.

The school also needs to investigate the services for oral translation for conferences for parents to make sure that the parents of ELLs feel supported by that service. Though the ESL teacher surveys students informally about whether or not their parents attend or will attend meetings at school, the general response is that, if they do not attend, is not because they feel they wouldn't have an interpreter, but because of the fact that they would need childcare. For this reason, overall, the students confirm that their parents feel welcome to take advantage of activities that occur at the school building.

## **Part B: Strategies and Activities**

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

The school calendar is handed out. Any need for documents to be translated into other languages, the translation is available, has already been on file, or the information is interpreted for children who reside in households where there is no English-speaking resident. In addition, bilingual paraprofessionals check-in with homeroom teachers to ensure that if calls need to be made home for certain teachers that that form of communication is executed. Finally, information that is crucial to the academic success of ELLs is sent out in the languages that are available for on-location translation. Otherwise, the students are informed of the crucial details and if a paraprofessional does not call home to interpret that information, the student renders the translation him or herself. Many forms of communications that have to be available annually--testing dates, entitlement letters, continuation of services letters, tutoring letters, letters about homework and class expectations are already translated and kept on file. In the case where a soft copy is not available, hard copies are always kept on file too. i.e.: information about promotional criteria.

The school is still developing its translation and interpretation services, as outlined above. However, the staff and administration is aware that the languages spoken of our ELL population are Fulani, French, Spanish, Arabic and Bengali--Bengali being our largest population of ELLs. Therefore, many of the students are aware how to find our Bengali-speaking paraprofessional as are our parents. Again, the list of ELLs and the languages they speak as well as a need for translated is generated and emailed to the staff within the first weeks of school.

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.

For oral presentations, at the time that Bengali-speakers are welcomed into the school, the Bengali-speaking para professional is introduced to the Bengali-speaking incoming students. She then informs the parents and guardians that they can call the school and ask for her for assistance, she speaks to the students and informs them of her schedule and how to locate her if they need her and she visits the ESL classroom from time to time. The bilingual Spanish paraprofessional is not the only Spanish-speaking adult who can help with oral interpretation. There is a para-professional who is French and Spanish-speaking. She assists, just as the Bengali-speaking paraprofessional does, with oral interpretation once new students come in the building, to translate informational brochures or flyers, to sit in on IEP meetings or simply to interpret school-related items or the progress of students on our staff members' behalf.

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>.

Our ESL instructor speaks Spanish and French. The parents of those students whose parents do not speak English know that she has these linguistic capabilities, and when in need of her assistance, she has communicated information by email or by phone to them. As far as literature for those parents, pamphlets and information are available in Spanish for those parents. For the students whose primary language is Arabic or Bengali, thanks to the fact that there are Arabic-speaking or Bengali-speaking staff members, students or paraprofessionals to assist parents or guardians once they come into the building. The parents of our ESL students, thanks to our growing population of students--many of whom who are neighbors or extended family members of current students, feel more than welcome to come to the building and exercise parental rights--regardless of English capabilities.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Ronald Edmonds Learning Center	DBN: 13K113
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will be allocated to the professional per session for the MS113 ESL Instructor's afterschool/Saturday programs. During these programs, students will read novels to build vocabulary, reading fluency and stamina. Many of the students need to be reading outside of the established literary circles at school. The students will read novels outside of their ESL and ELA classes in order to build an appetite for reading and to ensure that they are learning how to activate the schema and to make gains from more exposure to high-interest literature. At least one hour per session will be dedicated to reading after which students will write in double-entry journals.

In addition to reading, students will strengthen grammatical skills, argumentative writing skills and, closer to April and May, prepare for the ELA, Math and NYSESLAT exams. All work will tackle NY State Common Core Standards of reading and writing.

Starting in November, the after school ESL tutoring will take place on Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. until March 13th. The Tuesdays and Thursdays sessions will work as follows: 4 for November, 5 sessions for December, 5 sessions for January, 6 sessions and 4 sessions for one hour until March 13th.

Starting the week of March 18th, Common-Core performance tasks and NYSESLAT reading and writing tasks will be the focus for test preparation, and so the sessions will be extended to do hours until May 9th. The last two weeks of March will be 4 sessions, April will have 4 sessions and May will have 4 sessions.

Saturday tutoring will last from the first Saturday in November until Saturday, June 7th, 2014. The sessions will start at 9:00 a.m. and last until 1:00 p.m. There will be 24 Saturday sessions in total.

The Saturday program will be led by our sole ESL instructor who will serve 8 ESL students. These students will participate in the program based on parent choice. A letter for tutoring will be sent to the parents in English and translated into the home language of our population--Bengali, French, Spanish and Arabic. Based on the parent option, the students will attend.

During these Saturday and Thursday programs students will read and participate in literature circles, read novels to build vocabulary, reading fluency and stamina as they do not spend enough time reading at home. Consequently, the ESL instructor, Ms. Karin Stinson, will focus on reading fluency and fluidity, identifying themes and main ideas, and a demonstration of an ability to cite evidenceto support claims and plot summary.

Ms. Stinson, our ESL instructor will also support students will their completion of essays or projects to support the more involved, vigorous work to be completed in the content disciplines. The assignments will be scaffolded with brainstorm sessions that will help students generate ideas for their work and writing prompts to help students construct paragraphs, topic sentences and conclusions for their writing.

### Part B: Direct Instruction Supplemental Program Information

Please note, the Saturday program is identical to the Tuesday-Thursday program. The Tuesday-Thursday program runs for the students who are unable to attend Saturdays due to the fact that they go to Arabic school, go to the mosque, African school or church on Saturdays. A service is provided during the week for those students who have prior engagements on the weekend.

### Part C: Professional Development

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

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

Begin description here:

The ESL teachers will attend workshops offered by the region and by professional organizations such as the Scholastic Code X sessions. Upon her suggestion, the ESL teacher will participate in intervisitation programs in order to have the opportunity to remain informed of the struggles the ESL students face across disciplines as well as aware of content she needs to reinforce during ESL class sessions, 37.5 extended sessions, or during enrichment afterschool classes from 3:30 to 4:30 and during a Saturday program from 9:00 to 1:00. She will also engage in a common planning period with a fellow 7th grade staff member, once a month, to investigate effective practices for language development for the ELL population as well as effective methodologies to use when unfolding instruction, especially reading and writing lessons.

Ms. Stinson will attend a workshop offered by the region once a month.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

All communications to programming, testing, invitations to school events and enrichment programs are sent to the homes in English as well as Arabic, Bengali, French and Spanish. Parents are welcome to visit classes and to make appointments with the ESL instructor to discuss academic performance and achievement. In addition, during Curriculum Night (September 17) parents can become aware of the academic expectations of teachers school-wide, they can get acquainted with teachers and materials used in the classroom as well as online resources that teachers find useful as ancillary learning materials. During Performing Arts Night (June 5, 2014), guardians are invited to see how the Arts are used to

**Part D: Parental Engagement Activities**

engage, to instruct and to help the whole child develop, especially ELLs and students with needs. Aside from parent conferences, there are parent outreach meetings to acquaint parents with the high school application process and graduation (January 9 and March 13). All of these engagement activities provide parents with diverse opportunities to get better acquainted with the MSK 113 school environment as a learning community and see to how the needs of their ELL children are met. In addition, we have two bilingual paraprofessionals to assist students and families.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	N/A	N/A
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>		\$11,200