



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: SIMON BARUCH MIDDLE SCHOOL 104

DBN (i.e. 01M001): 02M104

Principal: ROSEMARIE GAETANI

Principal Email: RGAETAN@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: REX BOBBISH

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
Rosemarie Gaetani	*Principal or Designee	
David Thompson	*UFT Chapter Leader or Designee	
Michele Tognozzi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marybeth Giraci	Member/ UFT	
Elisabeth Montgomery	Member/ UFT	
Ann Valentino	Member/ Parent	
Jean Economu	Member/ Parent	
Donna Senger	Member/ Parent	
Mara Hatzimemos	Member/ Parent	
Rocco Macri	Member/ CSA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 70% of students will achieve a Level 3 or higher on a CCSS aligned ELA task as measured by a school designed rubric. Each grade has a different focus for argumentative essay- Grade 6- Cell phones, Grade 7 Tolerance and Disability and Grade 8 Gun Control.

Comprehensive Needs Assessment

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

While the school's 2013 test scores are comparatively high (top 10% in NYS and "A" (97th percentile) on NYC's Progress Report 50% of students overall achieved a score of 3 or higher. In addition, subgroups such as ELLs and SWDs are scoring significantly lower than other groups. The school's own diagnostics and the baseline assessments from the MOSL pinpoint areas in the reading and writing CCSS where students need additional support. The school is also addressing the needs of a gifted population where growth is also a goal.

Instructional Strategies/Activities

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

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

1. Inquiry teams- form goals based on data ,examines student work by performance level (high, average, low), names teaching strategies and evaluates student progress-
2. Collaborative planning by grade supported by literacy consultant. ELA lessons include close reading, debate, Socratic seminar, Universal Design for Learning strategies, writing prompts and structures for argumentative and other genre writing. There is 90 minutes of common planning time weekly.
3. AIS team- supports teachers with strategies for struggling students- works with struggling students to complete "Exit projects"
4. ELL consultant – works in cycles of 3 days with teachers of ELL students to implement strategies such as non-linguistic representations, vocabulary development
5. After school reading and math for Level 1 students- after school groups targeting Level 1 students meet weekly to remediate lower performing students' skills by using motivating thematic approaches ("Music and Literacy", "Movies and Literacy" etc.)
6. After school program for ELL students
7. Extended Day sessions for struggling students- small tutorial groups twice weekly for students scoring Level 1 and 2's on NYS exam
8. Remedial reading/writing classes- additional 2 periods weekly for selected students giving them extra time on task in reduced class size model
9. Each house identified bottom third of students for tracking during inquiry cycles
10. Library open before and after school and during lunch to increase volume of reading
11. Literacy Skill of the Week- practiced in ELA, SS and Science classrooms
12. Essay written in science and social studies to support ela work.
13. Saturday Review program- students invited to 6 Saturday review sessions

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

1. Assistant Principal for ELA- coordinates inquiry teams and holds departmental meetings
2. Teacher leaders- facilitate inquiry teams and conduct workshops on key instructional strategies
3. Principal's coach- works with principal- includes two retreats for teacher leaders to work on building leadership skills
4. AIS team- teachers meet weekly to review student work and tutor at-risk students identified at the end of 1st and 2nd marking periods.
5. Literacy consultant, Bas Stevenson, from Generation Ready meets with teachers weekly to plan
6. ELL consultant, Fay Pallen, works with selected teachers of ELLs in 3 day cycles
7. Certified reading teacher and additional ELA teacher provide remedial instruction
8. Principal- holds weekly cabinet meetings with supervisory staff to review teacher effectiveness and status of teacher teams
9. Leadership Academy Coach- works with principal on building capacity with teacher leaders
10. My On Library
11. Principal's newsletter- weekly with suggested strategies for literacy skill of the week

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

1. Inquiry team work reviewed by administration weekly for next steps- student progress checked in December and March by review of portfolios
2. Data on selected tasks collected in March with transfer tasks assigned to classes/individual students not meeting 70%
3. Assessments- Performance Series- administered every 10-12 weeks for check-in on all students and to measure progress for Level 1 students in after school program and in ELL program

4. Progress reports sent to parents of at-risk students in November and February
 5. Student report card grades in December, April to measure impact of AIS
 6. Student report card grades in December to track progress of bottom third
- D. Timeline for implementation and completion including start and end dates**
1. Inquiry teams –weekly October- May 2014
 2. Collaborative planning- weekly September – June 2014
 3. AIS- weekly September- June 2014
 4. After school programs – weekly- 90 minutes October- May 2014
 5. Extended Day- twice weekly for 50 minute sessions October- June 2014
 6. Saturday program- February- May
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher Leader Program- 5/6 teacher leaders participating in program designed to enhance facilitation skills
 2. Leadership Academy Principal Coach- monthly meeting with principal to work on building capacity and plan two retreats for teacher leaders
 3. Schedule 90 minutes weekly of common planning time for core and special education teachers
 4. Expeditionary Learning curriculum fused with school's designed curriculum
 5. My On Library increases the availability of books to students by having the NYC Public Library hold books for students or deliver books to the school

Strategies to Increase Parental Involvement

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

Workshop for parents on CCSS conducted in October and in January
 Additional parent teacher conferences for Level 1 students
 Workshop for parents on using Engrade, the school's electronic web based grading system
 Workshop for parents on College and Career Readiness
 Progress reports mailed for at-risk students before parent-teacher conferences
 Curriculum Night – teachers present curriculum, grading policies and projects for the year

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Contracts for Excellence- pays for Instructional Coaches from Generation Ready											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 students will complete a CCSS aligned math task where 70% of students achieve a level 3 or higher on a school designed rubric. Tasks are grade specific:
 Grade 6- Representations/underlying patterns using dependent/independent variables and setting up equations
 Grade 7- Patterns, relationships, inequalities and comparing algebraic solutions to arithmetic solutions
 Grade 8- Proportional relationships- linear equations and models

Comprehensive Needs Assessment

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

2013 NYS test results show that approximately 50% of students are at proficiency rate. While there is an increase in the number of Level 4's there is an increase in the Level 1 students in general education. In addition, ELLs and students with disabilities continue to score lower than other groups. In addition, with an increase in the number of Level 4's a goal is to maintain/increase the number of Level 4's

Instructional Strategies/Activities

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

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

1. Accountable talk- students practice with stems and partner talk in order to share math solution strategies
2. Full adaptation of CMP3 common core aligned curriculum

3. Common planning time for grade level teams to plan units, lessons and supports for struggling students
4. Inquiry teams- form goals based on diagnostics data- looks at student work to compare the effectiveness of different teaching strategies.
5. Extended day program- Wednesdays and Thursdays- small group tutoring for Level 1 and 2 students
6. After school math- targets Level 1 students using technology to improve math skills
7. Additional time during school day- two teachers have small group instruction weekly for selected struggling math students in a reduced size model
8. Math department meetings – sharing strategies for all learners
9. ELL support from consultant
10. Teacher leader led workshops on differentiated instruction
11. Teacher leaders support planning for staff after school
12. Supervisory weekly cabinet meetings to review teacher effectiveness as per observations
13. After school Math team
14. STEM elective course for selected 7th grade students
15. Math Honors pre-regents curriculum for selected 7th grade students
16. Advanced placement classes for selected 8th grade students
17. Saturday review program- 6 sessions
18. PD on Performance Series
19. Teacher Leader sent to PD on CMP3

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

1. Assistant Principal for mathematics- holds department meetings/provides feedback to teachers after observations
2. Math consultant- weekly meetings with each grade to co-plan
3. Teacher leader (math) to demonstrate use of data
4. Network summer professional development for implementation of CMP3
5. Principal's coach- works on building capacity to expand teacher leader effectiveness
6. Participation in TLP program- teacher leaders facilitate inquiry teams

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

1. December report cards to evaluate effectiveness of AIS programs during and after school
2. Weekly supervisory cabinet meetings to review implemented student supports after teacher observations
3. Weekly supervisory meetings to review inquiry team work
4. Data from benchmark assessments to track progress after each CMP3 unit
5. Data from selected CCSS task collected in March to review student proficiency rates

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

1. Inquiry teams- weekly October- June
2. Common planning meetings weekly – September – June
3. Teacher observations- September- May
4. Administration and grading of selected CCSS task- March –June 2014
5. After school program for Level 1's November –May
6. Small group tutorials during school day – September – June
7. Extended day programs – October –June
8. Saturday review- February -March

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

1. 90 minute common planning time weekly
2. CMP 3 – new CCSS aligned middle school math curriculum
3. Accountable Talk- peer observations of math discourse
4. Math consultant – Generation Ready
5. Teacher Leaders- TLP program
6. Network sponsored CMP3 PD over summer 2013

Strategies to Increase Parental Involvement

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

Curriculum Night- held in September
 Common Core workshop- PTA meeting –October
 SLT- updated as to school's progress
 Engrade- electronic grading system- for easy parental tracking of grades
 Progress reports mailed for at risk students
 Parent –teacher conferences lengthened for parents of at-risk students

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Contracts for Excellence used for Generation Ready consultants							

Goal and Action Plan #3

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

Annual Goal #3

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

To support teachers with full implementation of CCSS curriculum for the school year 2013-2014 Teachers will produce curriculum maps, unit plans and lesson plans fully aligned with CCSS by May 2014.

Comprehensive Needs Assessment

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

Full alignment is necessary for instruction to match the standardized assessments- the school has 3 tasks developed in each grade/content area from 2012-2013. School is adopting CMP3 for math and blending school designed and Expeditionary Learning for ELA.

Instructional Strategies/Activities

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

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

1. Weekly common planning time by content/grade level for teachers to collaborate on planning
2. Staff development through faculty conferences, departmental meetings on strategies such as close reading, differentiated instruction and accountable talk
3. Observations and supervisory feedback (Advance)
4. Inquiry teams to look at student work to determine most effective teaching strategies
5. Teacher teams to modify CCSS selected texts for ELLs and SWD

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

1. Math/Science and literacy consultants to support teachers in planning
2. Assistant principals to conduct meetings
3. Teacher leaders to host model classrooms/conduct workshops and facilitate inquiry teams
4. ELL consultant to assist in modifications for ELLs

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

1. Two inquiry cycles- Review of work in January with new focus for 2nd cycle beginning in February
2. Mid-year review of curriculum maps and determination of necessary revisions
3. Review of selected texts in May with teacher suggestions for revisions
4. Modified texts for each grade/content area

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

1. Weekly common planning time – September- June
2. Faculty conferences- monthly- PD days- November and June and monthly departmental meetings
3. Inquiry teams- October- June
4. Teacher curriculum work- modify text- March- June 2014
5. TLP- 5 teacher leaders – October- May 2014

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

1. Teacher leaders to facilitate team work and curriculum work- per session
2. Teacher curriculum work- per session
3. Generation Ready consultants
4. ELL consultant

Strategies to Increase Parental Involvement

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

Curriculum Night – September 2013- informs parents of each grade content and grading policies
 PTA meeting workshops on Common Core Instructional Shifts and sample tasks- October 2013 and January 2014- presented by 104 teachers
 SLT- Informed of goals related to CCSS and kept abreast of student performance levels
 Common Core power point posted on school's website

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Corrective Reading/Writing (Balanced Literacy strategies) as extra periods during school day (two teachers) • Study Island (computer based) • After school remedial for targeted Level 1 ELA • After school for targeted ELL • Saturday test prep • Early morning tutorial (Wed and Thurs) • AIS team- works with selected students on exit projects 	Reduced class size Small group	Before school,during the school day, after school and 6 Saturday sessions
Mathematics	<ul style="list-style-type: none"> • Remedial math during school day as extra periods • Early morning tutorial (Wed and Thursday) • After school program for targeted Level 1 students • Saturday Test prep • AIS team works with selected students on exit projects 	Small group	Before school, during the school day, after school and 6 Saturday sessions
Science	Early morning extra support AIS team- works with selected 8 th graders on exit projects	Small group	Before school
Social Studies	Early morning extra support AIS team works with selected 8 th graders on exit projects	Small group	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mentoring – teacher volunteers mentor selected students throughout the year with monthly group activity meetings At-risk counseling services- as needed	One-to-one One-to-one	After school During school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Teachers are interviewed and required to perform a demo lesson whenever there is a vacancy. All new teachers are mentored. There are specific meetings for new teachers in in general school policies and how to gather and use data during PD days and after school. Teachers have weekly common planning time by grade level with a consultant who helps with planning. There are 6 teacher leaders available after school for assistance.

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).

- Teachers have ongoing weekly support from a math/science and ELA consultant (Generation Ready) during common planning time.
- There is a school wiki page and Drop Box where instructional materials are made available to staff. There are monthly faculty and departmental meetings where teachers receive support with close reading strategies, DOK's for rigorous instruction, Danielson framework, the Advance evaluation system and strategies for differentiated instruction.
- The principal retains a coach from the NYC Leadership Academy and the goal of building capacity has been worked on over the past three years.
- Teacher leaders provide support after school for staff.
- Per session compensation is given to groups of teachers for book studies (Rigor for All) and curriculum work on alignment and differentiation.
- There is continual math support from the network which provides "learning pods" for teachers.
- There is an ELL coach and an ELL teacher leader pushing into classrooms to provide support for content teachers of ELL students.
- Principal's weekly newsletter provides suggestions for effective teaching practices.
- Network liaisons for special education who turn key latest information
- Network specialist provides supports in IEP and goal development.
- AIS team- experienced teachers who provide support to teachers of at -risk students.

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

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

All students designated as STH receive a backpack with school supplies purchased with Title I funding. After school programs for enrichment and recreation are available through Tax Levy funding.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on the school's MOSL committee selected the local assessment portion of the new teacher evaluation plan. In addition, teachers collaboratively develop benchmark assessments for each grade/content. Rubrics for major writing tasks and projects are also collaboratively developed. Teachers' data binders are collected and reviewed by supervisory staff twice yearly. Inquiry teams by grade/content meet weekly to review student work and plan next steps in instruction. These teams are facilitated by Teacher Leaders.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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; School Leadership Team is consulted on how to spend the parent involvement funding; parents are also surveyed at fall meetings in order to plan workshops/outside resources for the spring term.

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; funds are used to hire Ramapo for Children to provide workshops, to print literature on parent-adolescent relationships and to provide fees for parents to accompany students on school trips

- 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; Ramapo for Children is hired to provide 2-3 workshops on "Parents as Leaders" – workshop themes are selected by the SLT- other PTA meetings include presentations on common core, how to access Engrade, the school's electronic grading system, how to monitor children's online activity, etc.
- 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; All statistics presented to the SLT and then at various PTA meetings throughout the year.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; school staff is available in the mornings or on Thursdays during common planning time. This year additional meetings for Level 1 parents are being scheduled after the fall parent-teacher conferences in November.
- translate all critical school documents and provide interpretation during meetings and events as needed; translators are hired for all parent-teacher conferences and for the high school admissions meeting; phone conferences with translators are regularly utilized; all school flyers translated into Chinese and Spanish
- 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; Teachers present common core instructional shifts and instructional strategies for parents at PTA meetings.

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; Curriculum Night was held at the end of September for parents to meet teachers, hear about the year's content and requirements
- 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; parents have volunteered to work in the school store and in the Library
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; Progress reports are mailed home before each report card; parents can view grades on an electronic grading system
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; there is an e-mail "Baruch Blast sent out weekly, notices are also posted on the school's website
- 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; there is a designated 'blue folder" given to every student for parent communication flyers that are sent home in English, Chinese and Spanish

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 104
School Name Simon Baruch Middle School		

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 Rosemarie Gaetani	Assistant Principal Michelle McCaffrey
Coach Bas Stevenson	Coach Greg Hargreaves
ESL Teacher Maria Friedland	Guidance Counselor Rachel Schleifer
Teacher/Subject Area Dana Waschitz/ELA	Parent Michele Tognozzi
Teacher/Subject Area Abby Gruman/Social Studies	Parent Coordinator Blanca Rivera
Related Service Provider Sonia Nieves, Samantha Rade	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1027	Total number of ELLs	78	ELLs as share of total student population (%)	7.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	18

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	41	1	3	19	0	4	18		2	78
Total	41	1	3	19	0	4	18	0	2	78

Number of ELLs who have an alternate placement paraprofessional: 2

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	2	5					17
Chinese							23	12	12					47
Russian							0	0	1					1
Bengali							0	0	1					1
Urdu							0	0	1					1
Arabic							1	3	1					5
Haitian							1	0	0					1
French							1	0	0					1
Korean							0	1	1					2
Punjabi							0	0	0					0
Polish							1	0	0					1
Albanian							0	0	0					0
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	38	18	22	0	0	0	0	78

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)							6	5	2					13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							9	5	5					19
Advanced (A)							12	8	11					31
Total	0	0	0	0	0	0	27	18	18	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	5	2	1	25
7	6	4	0	0	10
8	14	4	0	0	18
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	12	3	6	1	3	2	2	2	31
7	3	1	2	1	2	4	0	1	14
8	7	3	3	3	0	4	2	0	22
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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.

MS104 uses a variety of assessment tools to assess the literacy skills of our ELL population. For reading (decoding and text comprehension skills) the esl teachers collect running records at least three times a year, interview the students and uses a web-based program called Performance Series to measure students lexile levels and literacy skills. Within the first two weeks of school, the students take an online baseline assessment offered by the website in order to measure their reading abilities and help ESL teachers design their instructional plan for individual students. For writing, the teachers use the Teacher's College K-8 Continuum for Assessing a personal narrative written at the beginning of the school year. The writing is graded according to a CCSS writing rubric designed by the school. In addition, the students are continually assessed on a weekly basis through formative assessments such as reading response conferences, skill building activities and questioning and discussion strategies. According to the data available, most of our students were born outside of the United States and are literate in their first language. A great number of the students have decoding skills in English, but lack text comprehension ability. Their English lexile levels range from 200 to 700. As for writing, most of our students require direct grammar instruction, vocabulary knowledge and sentence structure. In addition, when testing our students' early literacy skills, it is evident that they need a lot of guidance and support while writing formal compositions such as paragraphs and essays.

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

The data collected from the LAB-R test until the present moment shows that out of 11 students, four scored proficient, two scored advanced and five scored beginning level. As for the NYSESLAT test, our analysis reveals that the main area of challenge among ELL students is still writing. Indeed, many of the students classified as Advanced on the NYSESLAT test excel in many areas, but lack basic writing skills as expected by students at that proficiency level. A second area of challenge is reading comprehension. When analyzing non-fiction passages, our English learners have difficulty with vocabulary comprehension and content knowledge. Some of our advanced ELL students also struggle to verbally communicate in class. They have difficulties either initiating or responding to an academic conversation. As for our beginning and intermediate students, they struggle with producing appropriate grammatical and vocabulary structures. Our Chinese students, in particular, have a great deal of difficulty articulating sentences using the simple past tense; and most of the time, lack class participation skills in all academic areas. Some of our beginners are taking risks and trying to produce language, but still lack vocabulary knowledge. Across the board, listening is students' strongest skill. This hierarchy of skills, with writing being the least developed and listening the most, is a common trend observed by researchers in the ELL field.

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](#))

From our itemized skills analysis, some patterns across NYSESLAT modalities: reading/writing and listening/speaking are observed and consequently affect our instructional decisions. Since students need to reach proficiency level in all modalities of the test to no longer be considered an ELL, differentiation of instruction plays a very important role in the ESL classrooms. By examining student results, the ESL teacher plans and uses different learning approaches to address the students' needs and support them to become English proficient learners. For example, while some students may need to work on all four skill modalities, others may need to concentrate on reading and writing tasks. While some might work in groups, others may be instructed to work independently towards an individualized performance task. Based on our item analysis, a great number of ELL students across the grades who scored proficient in the listening/reading portion of the test did not make the same gains in the reading/writing portion. A lot of these students scored between intermediate and advanced levels. Even though we are still in good standards, proficiency level was low across the grades.

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?

4a. At the present time, there are 9 new arrival students. Based on the LAB-R scores, 2 are beginners, 2 are intermediate, 2 are advanced and 3 are proficient. Based on 2012-13 NYSESLAT scores, the majority of students across the grades are either advanced or proficient in listening/speaking ability. 29 students scored advanced and 17 students scored proficient in this category. Within the advanced population of ELLs, some of the students are either LTE or becoming LTE, but the great majority falls under the 0-3 years of

services category. In terms of reading/writing performance, the number of students scoring intermediate was large (17 students), but the great majority still scored advanced level (27 students). However, in this portion of the test, only 3 students scored proficient. The trend in the past years has been that the majority of students reach advanced or proficient levels in the Listening/Speaking modalities, while scoring intermediate or beginning level in Reading/Writing. This year though we noticed a significant change in this area. A high percentage of our proficient listening/speaking students are advanced in reading/writing ability. This data indicates growth in students' ability to read texts, interpret them and write compositions in the English language. With regard to students' performance in tests taken in English as compared to native language, the majority of students who were able to test in their native language over performed the ones who took the test in English. As for the ELA test which is English only, with the exception of grade 6 where one student scored level 4 and two scored level 3, 74% of students scored level 1 and 24% scored level 2.

4b. MS104 administered the periodic assessment in the 2011-12 school year, but not in the 2012-13 school year. The data collected was utilized by the school leadership and teachers to inform students' needs, identify learning and performance trends as well as to plan instructional objectives and learning outcomes. Writing was noticed as the area of major struggle among students. A curriculum map was designed to address the specific needs of these students. The focus was to build strong and consistent tier two vocabulary words in order to enable academic writing. With that in mind, our goal was to create a routine of contextualized vocabulary study in conjunction with the implementation of structured writing protocols. This approach enabled ELLs to use tier II vocabulary words in order to express higher order thinking in writing. At the same time, the writing protocols provided them with an standardized format of how to organize academic papers. Aligned with the Common Core State Standards, the curriculum was organized around thematic units. Through diverse writing themes and protocols, last school year, ELLs become more familiarized and educated in applying the English writing process. ELA and ESL teachers planned and taught in collaboration. The Bloom's Taxonomy approach was used as a writing strategy, allowing students to build on their prior skills and differentiating instruction. Grammatical issues were addressed during the "Do Now" and conference time activities through the "Cought'Ya" program.

4c. The periodic assessment administered in the 2011-12 school year provided us with important data about our ELL population. It was clear that most of our students are proficient in lower-order thinking skills, being able to positively react to "right there" questions, make general text interpretations and carry on basic interpersonal communication in English. However, when asked to apply their knowledge and answer higher-order thinking questions, such as inferences, comparisons and analyses, they struggled much more. It is evident that they lack important reading, writing and vocabulary learning strategies which make it difficult for them to read and comprehension grade level texts and use critical thinking skills to write textual analysis. This inability to fully comprehend what they read and apply their knowledge in writing, causes high level of frustration among ELLs, causing them to loose interest in completing their tasks and assignments. The native language plays an important part in helping students access their prior knowledge by enabling them to have more than an entry point to knowledge.

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](#).)

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

MS104 makes sure our ELL students' second language development is considered in instructional decisions by setting up individualized learning plan for all of our students. At the beginning of the school year, the ELL data is shared and collectively studied by school staff so language goals and learning objectives can be designed for students according to their needs. ESL and subject area teachers who directly work with ELLs are trained to designed diffrentiated lessons that provide a variety of learning entry points so knowledge can be accessible to all. Teachers are trained and highly encouraged to use resources such as Webb's Dept of Knowledge, Bloom's Taxonomy and the IFL Patterned Way of Reading and Writing in order to differentiate their lessons so all students can achieve at high ends as they develop language proficiency.

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?

Paste response to questions here:

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

According to Collier (1992), a successful ELL program is one that has high expectations for language minority students, as evidenced by active learning environments that are academically challenging. As an educational rigorous District 2 middle school serving a diverse ELL population that consists of 78 students, MS104 is continually trying to assess the success of our Freestanding ESL program. The first step in the evaluation process is data collection and analysis. At the beginning of the school year, The ELL team together with the school administration study the data from formative and summative assessments to understand the students'

progress towards language acquisition and academic proficiency. In particular, the team evaluates gains and areas of improvement in all modalities of the NYSESLAT, ELA and other standardized NYS content area exams. Aware of the importance of maintaining a consistent language allocation policy, Simon Baruch Middle School incorporates and reinforces all principles that pertain to the Freestanding ESL model. This includes coherence, academic rigor, explicit ESL instruction, alignment between CCLS and instructional learning objectives, native language support and ongoing assessment in content areas as well as English language development.

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](#).)
 - 1a. Simon Baruch Middle School (MS104) is committed to providing its students with a quality education that will empower them in their future. The school is dedicated to providing all students with strong academic preparations. The identification of English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) that includes an informal oral interview in English and, when appropriate, in the native language if other than English. After the trained pedagogues screen and administer the HLIS, the ESL coordinator reviews if responses indicate that a student may be an ELL. Then, the ESL coordinator administers the Language Assessment Battery and Report, (LAB-R) to the potential ELL, within ten days of enrollment. If the student's first language is Spanish, the teacher also administers the R-LAB. All Spanish-speaking new entrants to NYC school system who score at or below the cut scores on the LAB-R are administered the Spanish LAB only once during the first ten day period. This process is done in order to determine language dominance for instructional planning in providing bilingual and ESL services. Spanish LAB scores are not used to determine entitlement under CR Part 154. Also, within the first ten days of student enrollment in the system, the ELL coordinator sets up a meeting with the parents whose children have scored below proficiency on the LAB-R. Contact is made via email or phone to insure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL teacher also ensures that proper measures are taken to accommodate the needs of ESL SWD students. First attendance is called in and adjustments are made to ensure that students are receiving appropriate instruction.
 - 1b. Maria Friedland, ESL coordinator and also a teacher who speaks English, Spanish and Portuguese, administers the Home Language Identification Survey (HLIS). When Ms. Friedland is not available, Ms. Abigale Winard, ESL teacher who speaks English and Spanish, administers the HLIS. As for the LAB-R and Spanish LAB tests, tests are administered by both ESL teachers.
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.

In order to assure that our parents have full comprehension of their child's language program choices, MS104 offers two orientation programs, given in the fall and spring. In addition, whenever new ELLs are enrolled, the ESL teacher meets with the parents within ten days. At this time, parents learn about the three program choices: Dual Language, Free Standing English as a Second Language and the Transitional Bilingual program. During orientation time, the three program choices are explained. Parents watch the DOE online video on these choices presented in their home language and fill out a Parent Survey and Program Selection form in their language. For low-incidence languages, interpreters are hired. The ESL teacher informs the parents that at the present time, MS104 has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program they want as long as there is available space. After looking at data from the Parent Surveys from the past three years, the majority of parents choose a Free Standing ESL program. Out of 6 surveys in the year 2011-2012, 2 surveys indicated Transitional Bilingual Education and four indicated "stand alone". Out of 8 surveys in the

year 2012-13, all surveys indicated "stand alone." Other than the 2 surveys indicated above, there is no growing desire for a TBE program at this time. However, if there were 15 students in contiguous grades who spoke the same language and whose parents wanted a transitional bilingual program, it would be formed. This information is communicated to out ELL parents during school openhouse and parent-teacher conference activities.

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 [\[see tool kit\]](#).)

At the beginning of the school year, the ESL teacher checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB- R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non Entitlement, Non Entitlement and Transitional letters are sent to the parents in English and in the home language. Copies of these letters are kept at school with the ESL teacher for documentation. Since the parents are provided with the Program Selection form during the parent orientation sessions, the ESL teacher immediately collects it after completion. These documents are organized in an ELL data binder and are stored in a cabinet in the ELL coordinator's classroom.

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.

At the orientation meeting, parents watch the DOE online video in their native language. For low incidence languages, a translator may be hired or the school contacts the DOE Translation Department for an oral phone translation. At the present time, 104 has a Freestanding English as a Second Language Program but if fifteen parents in contiguous grades ask for a TBE program, it will be formed. As for newcomer students, after taking the LAB-R test and according to their scores, letters are sent home communicating parents about their ELL status. Parents of returning ELL students are also provided with a letter communicating their ELL status. Photocopies of these letters are stored in the ELL data binder and stored in a cabinet in the ELL coordinator's classroom.

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.

The NYSESLAT, administered each spring by the ESL teachers, Ms. Friedland and Ms. Winard, measures proficiency levels in reading, writing, speaking and listening. The first step the ESL coordinator takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Every month, she checks the RADP that lists students who have been admitted and discharged. She also checks the RLER that lists eligible students. The speaking section is administered individually and, this school year, it will take place from April 9 to May 16, 2014. The other sections are administered in the following order: listening, reading and writing from May 5-16, 2014. The ESL coordinator certifies that proper test accommodations are in place for special education students. During the summer, the results are posted on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of ESL instruction as per CR Part 154.

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. 

6a. After reviewing the data from Parent Surveys during the past four years, the majority of parents chose a Free Standing ESL program. Out of 6 surveys in the year 2009-2010, 5 surveys indicated "stand alone" and 1 indicated dual language. Out of 5 surveys in the 2010-2011 school year, 5 indicated "stand alone." Out of 6 surveys in the year 2011-12, 2 have indicated TBE program, and 4 have indicated "Free Standing ESL". Out of 8 surveys in 2012-13, all indicated "stand alone". So far, out of 6 surveys in the 2013-14, all indicated "stand alone". Therefore, there is no relevant growing desire for a TBE program at this time.

6b. MS 104 will continue to build alignment between program offerings and parent request by insuring that parents are made aware of their legal right to transfer their children into a TBE program in another school, if so desired. In addition, MS 104 will begin a TBE program if a minimum of fifteen parents in contiguous grades in the same language group request it. This information will be disseminated to parents in their native language within ten days of their children enrolling into the NYC school system.

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])?
 - 1a. MS 104 is an academically rigorous District 2 middle school serving 1027 students in Grades 6-8. The percentage of ELLs in the building is 7.59% of the total population. There are two certified English as a Second Language (ESL) teachers who deliver instruction as self-contained teachers in a Freestanding English as a Second Language program.
 - 1b. The school uses a Block program model where the class travels together as a group for content subjects. The program consists of two classes in grade 6, two classes in grade 7 and one class in grade 8. The program is graded and the classes are heterogeneously grouped. In 6th grade, Students attend a self-contained ESL class for 8-10 periods per week. Intermediate and Beginner ELLs receive the mandated 360 minutes of ESL. 7th and 8th grade ELLs receive an additional 80 minutes of ESL instruction. Advanced students receive 180 minutes of ESL in a form of self-contained ESL instruction

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The two ESL teachers are responsible for a group of 78 ELLs. One of them serves the advanced students three days a week for a total of 180 minutes. She also constantly meets with content subjects: ELA, math and social studies teachers. This insures that content subjects are comprehensible to ELLs and meets the legal mandate under CR Part 154. The other ESL teacher works with intermediate and beginning ELL students in a self-contained model. She provides them with explicit ESL instruction on a daily basis for a total of 360 minutes a week. One of the ESL teachers provides push-in instruction in ELA and social studies classes once a week.

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.

As a freestanding ESL program, the language of instruction is English. The content classes are taught through CCLS-based modules that culminate with project-based assessments. Teaching is research based and data driven. ELA and ESL teachers plan collaboratively. Since ELA teachers are starting to implement Expeditionary Learning units, ELA and ESL teachers set a weekly plan that includes discussion and work around ELL literacy skills, reading and writing strategies, vocabulary study and direct grammar instruction. The students are grouped in order to differentiate instruction and the lessons are organized around essential questions and protocol guidelines. The goal is to empower the students to better understand the content of what is taught and the task they are asked to accomplish. During group work, the ELL students receive individualized English instruction through computer-based programs such as BrainPop, ESLReadingSmart and Discovery Education. In math, the school uses the Connected Mathematics Program (Pearson Prentice Hall) to facilitate learning. This is a constructivist, hands-on program that has a lot of written text. Since it may pose a challenge to ELLs, math and ESL teachers "chunk" the text in order to make it more comprehensible. For science, MS 104 uses PBIS (Project Bases Inquiry Science). Science teachers deliver instruction through realia and pictures and the students work in the lab carrying out experiments. In social studies, through our co-teaching initiative, the ELL students are exposed to differentiated and small group instruction in a risk free environment where they feel comfortable to participate in "Accountable Talk" activities. It is important to mention that all content area classrooms have a library that is organized by genre, theme and author with a wide range of reading levels. These libraries also include dictionaries that translate words from English to the native language.

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

The R-LAB is administered when Spanish-speaking ELLs are first admitted into the NYC school system. This tool helps teachers determine language skills in Spanish. The student's performance on the Spanish LAB helps the ESL teachers to better understand his/her native language academic background and schooling skills. If applicable, the SIFE Oral Interview Questionnaire is also used to further collect data on the student's schooling history. The information collected from the R-LAB and other assessments on the student's first language is utilized by the ESL and subject teachers when planning instruction and group work. Were MS104 to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and

programmatic goals.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
MS104 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year. Our CC-aligned units are designed to address and assess all modalities of literacy as demanded by the Common Core Learning Standards. Through a series of differentiated formative assessments designed to assess students for learning and mastering of standards, they are continuously evaluated for different content and linguistic purposes. As students engage in learning, they participate in questioning and discussion activities, on-demand writing tasks, grade level reading routines, reaction to video clips and formal speeches, and direct language battery assessments. All of these initiatives are done so students can successfully complete culminating assessment tasks that measure all four modalities of English acquisition and academic development. Each ESL unit last for approximately 4 to 5 weeks.
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).

6a. At the present time, there is only one SIFE student in our school. To address his needs, age appropriate, high interest/beginner level reading materials have been ordered for the ESL and other content classes. The literacy and math coaches help teachers to assess the student's reading level and computational skills. If necessary, we hire a translator to assess the student's strengths and weaknesses in other content areas and would provide additional support for this student after school. In addition, a progress report system was established on a weekly basis for the student. This strategy will be followed by the implementation of protocols, rubrics and checklists focusing on the elimination of the achievement gap. In the future, were 104 to receive a lot of SIFE students, we would design a program to more specifically address their needs and apply for a SIFE ELL grant. At the present time, our SIFE student is Arabic, but were we to enroll Spanish speaking SIFE students, we would administer the ALLD (Academic Language and Literacy Diagnostic). This is an assessment tool to determine if a student is SIFE.

6b. For the school year of 2013-14, MS104 has a total of 42 newcomers (ELLs in the US schools for less than three school years). These students require more scaffolding strategies including pictorial support and realia as well as direct instruction in order to make the content comprehensible and attainable. Books with accompanying CDs are utilized to increase fluency and familiarize the students with the cadence of English. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is critical with these students. The ESL teacher spends time scaffolding the level of difficulty of practice reading passages. Teaching students how to use word-to-word dictionaries, web translators and literacy programs, accessing prior knowledge and teaching about cognates are among the strategies the ESL teacher uses with these students.

6c. Pre-long term ELLs receiving 4 to 6 years of service, additional assessments would be administered. For the school year of 2011-12, MS104 currently has 16 Pre-LTE. Since it represents 24% of our ELL population, the ELL team is carefully paying attention to this subgroup. The team decided to conduct an investigation to better understand the students' ELL schooling history. Fully trained on the "One Size does Fit All" Pilot Project partnered by the Cuny Graduate Center and the NYC Department of Education, the ESL teacher identified two categories of Pre-LTE, students who have experienced inconsistent language policies in previous setting and students whose English fluency hides an enormous lack of academic proficiency. A systematic interventional plan was designed to better serve these students. Focusing on eliminating the achievement gap in content areas, the goal is to foster students' motivation, critical thinking and skill building. The students are taught through CCLS-based ELA curriculum that was adapted with ESL strategies to better support these students. The curriculum is organized around essential questions and protocol guidelines to help them to better understand projects and activities they are asked to accomplish. In addition, the students are also involved in a mentoring/consulting program in which the ESL teacher checks-in with the general education teachers to set a weekly plan that includes ESL reading and writing strategies, vocabulary study and direct grammar instruction.

6d. At the present time, MS104 has a groups of 20 long-term ELLs. These struggling students are the focus of our AIS team. We carefully analyze their data to determine what type of intervention is necessary for individual students. These students have English conversational fluency, but lack academic linguistic skills that lead to difficulties in coping with content itself. Therefore, they need gains in both academic language and content learning. In order to help these students, the ESL teachers are providing them with explicit vocabulary and text comprehension instruction through a systematic week skill learning initiative implemented in the school about two years ago. This school wide program was specifically designed to meet the needs of our struggling students. It enables us to collect data and design lesson plans that address our students' needs. During ESL and technology classes, our LTE are introduced to web-based

programs that support skill building and enable them to acquire language academic concepts.

6e. Former ELLs are provided transitional support for two years. They are supported with the same test accommodations as ELLs: extended time, separate location, use of word to word dictionaries and having the listening passage on the ELA read three times (if a listening portion is to be included this school year). They are provided with translated editions of standardized subject tests in their native language. They are given priority in the Extended Day 37.5 and after school programs when needed.

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?

When teaching ELL-SWD, it is important to be aware of their individual needs and learning style. Therefore, the very first step taken is to read the students' I.E.P. reports and provide them with an individualized ELA/ESL assessment. It's done through running records, hands-on activities, interviews, etc. The data is collected and used to better understand the students' learning impediment and if it is caused by either linguistic difficulties, learning aptitude, lack of motivation or cognitive issues. Based on the results of this assessment, the students receive individualized direct ESL reading and writing instruction through web and paper based lessons. These students are also involved in a mentoring/consulting program. Throughout the week, the ESL teacher and the students check in with the general education teachers to set a week plan of action. During the planning sessions, the subject area teachers share their teaching/learning objectives for that week with the students and give them time to plan their next steps. During this mentoring time, the ESL teacher works as a mediator helping the students to set their plan of action and introducing the teachers to ESL strategies that could be used in their classrooms with the students. All teachers become aware of all necessary accommodations and make certain that second language issues are not confused with special needs. The students are also supported by the Wilson Program during the school day and after school programs. It helps them develop phonetic and phoneme awareness as well as decoding strategies. In addition, the students are supported with native language materials such as bilingual dictionaries and free online supporting programs.

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?

MS104 uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs within the least restrictive environment. Our school provides a SETSS, CTT and 12:1 self-contained program. The IEP determines the least restrictive environment for each student. The ESL teacher uses the material that the subject area teacher is using and provides native language and scaffolding supports. The special education requirements are aligned with the LAP. In addition, the ESL teachers carefully plan the program so there are no scheduling conflicts with other providers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

MS104 offers ELL students a great variety of targeted intervention programs. These programs are designed to provide the students with additional support in subject areas. At the beginning of the school year, teachers use ARIS to determine who might benefit from the 37.5 program in English, math, social studies and science on the basis of standardized test scores and students' previous report cards and portfolios. In addition, as a Title III school, the school offers beginning and intermediate ESL students rich instructional classes using formative assessments aligned to the Common Core Standards. Our struggling readers and writers are also targeted and receive extended interventional services. The reading intervention occurs twice a week, on Mondays (period 2) and Fridays (period 8), 20 minutes each time. The ESL teachers provide the intervention. They use the "Time for Kids Nonfiction Readers" curriculum to deliver instruction. This way, students can gain content knowledge in areas such as social studies and science. The program is based on extensive research in academic reading instruction and subject area curricula. It combines authentic, nonfiction reading experiences with active literacy and audio assisted learning to help students develop word recognition, phonemic and phonological awareness, vocabulary knowledge, comprehension, and fluency skills. It is subdivided into leveled kits ranking from readiness alphabet to fluent plus books. The writing intervention occurs twice a week, on Mondays (period 2) and Fridays (period 8), 25 minutes each time. The ESL teachers provide the intervention. They use the Time For Kids writing workshop, "Exploring Writing" to provide the necessary support and booster academic writing skills. It is a research-based program that provides educators and students with step-by-step methods for teaching writing in a variety of genres. The Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) approaches are also used during this time as writing strategies, allowing the students to build on their prior skills. Instruction is provided in English.

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

Our freestanding self-contained program has been effective in meeting the needs of our ELL population in both content and language development. Throughout the school year, our students are introduced to rigorous and at the same time accessible content-driven units. All subject area teachers are prepared to set up content and language objectives that are aligned with rich, engaging activities and assessments that provide ELLs with entry points to knowledge. ELLs are exposed effective supports that allow them to comprehend grade level complex texts and on demand writing tasks. Strategies such as "Sentence Deconstruction", "Shades of Meaning" and "Tiered Vocabulary" study are implemented across the grades and subject areas so students can be familiarized with routines of learning. This way MS104 is preparing our ELLs to become life long learners who will become college and career ready. Content teachers receive professional development, training and support on the implementation of differentiated strategies on a weakly basis through ELL coaching services provided by Fay Pallen, ELL consultant, financed by Network 101.

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

For the current school year, MS104 was granted a great sum of money for technology supplies. The grant has allowed for new laptop carts to be placed in content and ESL classrooms. This way, the students can integrate technology into the content areas for presentation and research. In addition, for the second year our ESL coordinator will facilitate a professional learning community targeting differentiation of instruction and promotion of the Instructional shifts promoted by the DOENYC for the 2013-14 school year.

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

There are no programs/services for ELLs that 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.

ELLs are afforded equal access to all school programs. Among the activities available after school include competitive sports teams. It includes basketball, tennis, volleyball, cheerleading, track, baseball and wrestling. Our other programs include ceramics, art club, drama, school newspaper, chess, and a computer-based ESL intervention. ELL are motivated to participate as teachers come all ELL classes to invite students and speak to them about the requirements and benefits of getting involved in these extra-curricular activities. Strong ELL participation has been evident in chess and ceramics classes.

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

At MS104 the ESL teachers are encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. Our content teachers develop their lessons using the Universal Design for Learning (UDL) model which

enables them to tier instruction according to students' needs. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a self-contained program, the students are exposed to data driven and differentiated instruction lessons that allow them to advance according to their proficiency level. By differentiating our presentation of content, learning process and product requirements, our ELL teachers serve our students based on their linguistic and academic ability. ELL students have access to small white boards, smart camera, vocabulary charts and varied team work stations, which are used as students complete project-based instructional activities in their classes. In addition, our classrooms are equipped with desktops, smartboards and listening centers making it possible for all students to receive instructions according to their needs and learning style.

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

As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past

learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels. Materials include magazines, folklore stories and non-fiction books.

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

The required services support and resources correspond to ELLs' ages and grade levels. All novels, informational texts and computer-based resources selected and implemented in class are at middle school level of complexity and student interest. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

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.

Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and guardians are made aware of interpretation services if needed. On the first day of school, 6th grade teachers go on a school walk to familiarize the students with school personnel and location of points of interest in the school. Other supports in place for ELL students is the mentoring program where an adult advocate checks in with the students and spends some lunch periods with them offering support for a variety of issues. The Student of the Month program recognizes students for a variety of achievements and the PBIS (Positive Behavior Intervention System) sets expectations and rewards positive behaviors. All guidance counselors are available for at-risk counseling as needed.

18. What language electives are offered to ELLs?

MS104 offers the ELL students language electives in Spanish and French.

19. For schools with dual language programs:

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

Paste response to questions here:

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. The goal of staff development at MS104 is to increase student achievement and engagement. By providing the school personnel with learning opportunities on the latest research, MS104 is investing in our school quality. Therefore, our school administration, teachers, guidance counselors, psychologists, speech therapists, parent coordinator and paraprofessionals are strongly encouraged to attend doe workshops, Common Core and Danielson's Framework training sessions, TESOL conferences and Teacher's College training sessions. Through these programs, they learn how to better differentiate instruction, adapt curriculums and effectively assess the ELL students. In addition, the ESL team attends conferences and workshops provided by the Office of English Language Learners. Our ESL coordinator also facilitates in-house workshops so teachers can better understand the process of second language acquisition and ways to better assist their ELL students in mainstream classrooms. As an example of our exemplar practice, our ELL coordinator was invited by the Office of ELLs to facilitate a CCLS-based ESL best practice workshop during election day. Furthermore, for the school year of 203-14, MS104 school personnel will also attend monthly workshops provided by our ELL coach, Fay Pallen, sponsored by the Bridges for Learning Network. Internally, the ELL coordinator who is also one of the lead teachers and a Senior Common Core Fellow trains teachers to better understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standard when teaching ELL students.

2. To reach the goal of helping ELLs meet the Common Core Learning Standards, teachers are working together to implement new CC-aligned curriculum as they learn how to prepare Understanding by Design lessons with UDL strategies. The goal is to make sure that ELL students are exposed to instructional resources that are CC-aligned and at the same time accessible to them. By focusing on establishing learning routines that are rigorous and promote core knowledge, our ELL professional learning community will work in collaboration to ensure that all ELL students are expected to be intellectually engaged in all lessons across the grades and subject areas. This way, ELL students will be supported to read and access grade level complex texts in order to make interpretations and apply high-order thinking skills.. As a new initiative, the lead teacher team will facilitate a data-driven study. The purpose of each team's work will be to use data to identify a goal and follow student progress. As the teams meet, teachers are going to be guided to identify the 'bottom third' of students so interventional plans can be designed in order to start closing our achievement gap.

3. In order to support ELL students as they transition to different levels of education, teachers are receiving training sessions on how to foster career and college awareness and readiness among students. The goal is to make sure ELL students understand that they are expected to transition to higher levels of education as well as to develop their English abilities and skills. This mindset will support them as they transitions from middle to high school. Also, the school has an advisory program for all students. Ou guidance counselor team is well trained and experienced on how to help students complete their high school application and what steps they should follow to become college and career prepared. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. As a new initiative, the ELA department is preparing an inter-visitation schedule which will allow teachers to learn from one another on how to better address the needs of monolingual and ELL students.

4. As per the Jose P. court decision, all teachers are provided with 7.5 hours of professional development in teaching ELLs. MS104 aims to effectively support our staff on how to understand the process of language acquisition and ELL academic progress. In order to successfully accomplish this, the ESL department is preparing to deliver a series of workshops targeting ELL awareness, ELL data-driven decisions, CC-aligned instruction and formative assessment. Also, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards and the Danielson Framework. As per MS104 inquiry team proposal, the staff will also meet on Tuesday mornings during the extended time period to study ELL student data. This approach will enable teachers to better understand the students' prior knowledge, progress, targeting areas and learning style. All of these initiatives together will help us to achieve success for all students and help close the achievement gap between ELLs and native speakers. Records of ELL training are maintained through certificates and letters addressed to teachers by their supervisors.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over ELA and math state exams, expectations and standards. Invitation to parents are translated either by personnel available and able to provide the translation service or by DOE services.
 2. MS104 proposes for the school year of 2013-14 to continue seeking connection with multicultural organizations such as Chinatown Youth Initiatives and The Committee for Hispanic Children and Families to organize and provide workshops on English language learning awareness, adult English literacy and computer training. In addition, the organizations will be invited to speak about their literacy projects and the impact they cause in the neighborhood. Translation services are going to be provided in Spanish, Chinese and Arabic.
 3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are sent letters with information about Engrade and how to access their child's grades to track their progress. In addition, there are parent-teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS that indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school involvement. During these events, the school hires translators in Spanish, Chinese and Arabic to better serve our parents.
 4. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage ELL parents to help out in the school in whatever way they can to strengthen the home-school involvement. In addition, our ELL parents are invited to student presentations, art and sport performances. During these events, the school hires translators in Spanish, Chinese and Arabic to better serve our parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: MS 104 SIMON BARUCH

School DBN: 02M104

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Gaetani	Principal		11/15/13
Michelle McCaffrey	Assistant Principal		11/15/13
Blanca Rivera	Parent Coordinator		11/15/13
Maria Friedland	ESL Teacher		11/15/13
Michele Tognozzi	Parent		11/15/13
Dana Waschitz/ELA	Teacher/Subject Area		11/15/13
Abby Gruman/Social Studies	Teacher/Subject Area		11/15/13
Bas Stevenson	Coach		11/15/13
Greg Hargreaves	Coach		11/15/13
Rachel Schleifer	Guidance Counselor		11/15/13
	Network Leader		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: 02M104 School Name: SIMON BARUCH MIDDLE SCHOOL 104

Cluster: 01 Network: CFN101

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

Part A: Needs Assessment Findings

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

MS104's ethnic breakdown is assessed and reviewed from ATS and from SEMS for the income classes. Translations needed for PTA, parent teacher conferences and IEP conferences are assessed.

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.

MS104 has a total of 78 ELL parents who speak languages such as Spanish, Chinese, Arabic, Korean and Urdu. Among these parents, Chinese, Spanish and Arabic are the prominent groups. Some of our parents are proficient speakers of English and others require translation services. The parent coordinator and the PTA executive board are alerted so that all major written communications are translated by DOE services in all languages as required. All teachers are reminded by the principal via a newsletter to seek assistance from the PC so that their written or oral translation needs are serviced. Services are needed and requested during parent teacher conferences, for IEP meetings, for disciplinary meetings and celebration of learning. All written communications are translated and mailed in both English and the home language. Our findings were communicated to the school community via our AIS newsletter, ELL PDs and during department meetings.

Part B: Strategies and Activities

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

All major written communications are e-mailed to the DOE translation services. These include letters from the administration, school brochures, parent handbooks and PTA notices.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school hires translators for Chinese, Spanish and Arabic interpretation for scheduled parent-teacher conferences and IEP meetings. School staff is used for impromptu meetings when possible. Otherwise the DOE's translators available by phone are used.

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>.

A large sign is posted in the lobby of the main entrance in English and the 8 languages as required by the Chancellor's Regulations informing parents that translation services are available. Every parent receives a Parent's Bill of Rights and Responsibilities in their native language. In addition, at each PTA meeting we ask if anyone needs translation so that a copy of the minutes can be provided in their native language. Translated documents are provided by the DOE and the school gets all important school-based communications translated. Faculty and other staff members provide translation services on the spot when needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Simon Baruch Middle School	DBN: 02M104
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: Our Title III program is an after-school support for all ELL's grades 6, 7 and 8. All students currently receiving ESL services will be invited. The support will be literacy based. We have projected number 35-40 of our ELLs to be served. Groups will be based on proficiency levels/grade (ensuring that no more than two contiguous grades are in each section). Differentiated instruction will be used based on diagnostic & performance assessments, proficiency levels & individual student needs. Two groups no larger than 20 students will be directly serviced by 2 ESL teachers (Maria Friedland & Dana Waschitz) and a third ELA teacher (Brittany Sirlin), who will team teach with the ESL teachers to ensure alignment and provide additional support. All sections will be co-planned. ELA sessions will support skills aligned with the departmental grade curriculum and Common Core Standards. We will maintain our Balanced Literacy approach used during the regular school day and include test prep for the NYSESLAT. Students will also need additional support in developing and improving skills affecting performance on classroom assignments and standardized tests. These skills include: listening and note taking, decoding, reading comprehension skills, grammatical structure, academic vocabulary development & analyzing reading across disciplines. Online software programs will also be used to support students including ESL SmartReader, Study Island and MyOnline Reader as well as the Performance Series to assess and monitor student progress. Our sessions will run after school weekly for 90 minutes from 3:00 p.m. until 4:30 p.m. for approximately 20 weeks from February through June. There will be a cooperative planning approach with the ESL teachers recommending accommodations for the literacy instruction. SmartBoard technologies, online ESL software and general instruction supplies such as charts, journals, markers, graphic organizers, certificates of achievement will be needed. □□□□□ □□□□□

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 assistant principal who supervises ELA, Michelle McCaffrey, will supervise the after school program and provide staff development to the teachers. Teachers servicing ELL students receive the following staff development: ESL Reading Smart webinar in the beginning of March through Archipelago Learning, LLC., 3 workshops on strategies for ELLs during the school's 90 minute common planning time on Thursdays (tentatively scheduled March 7th, April 11th & May 9th). Three teachers working closely with ELLs will attend outside an institute sponsored by OELL. Two teachers will attend the Saturday sessions of ELL Institute (8 hours on the following days: November 17, January 12, March 9, May 11) and one teacher on the Friday sessions along with their administrator/supervisor of the after-

Part C: Professional Development

school program (8 hours on the following days: November 16, January 11, March 8, May 10). Some of the topics of the institute include "CCS: Redefining Instructional Models to Meet ELLs' Needs;" "Providing ELLs Access to Challenging Content;" & "Distributed Responsibility for Developing Academic Language." Our network, Bridges for Learning ELL specialist visits bi-monthly to plan and work with teachers of ELL students. Staff development will also be provided through a book study ("99 Ideas and Activities for Teaching English Learners with the SIOP Model" by MaryEllen Vogt & Jana J. Echevarria) focusing on best practices to support ELLs. In addition, to coaching during the sessions, co-planning meetings and in monthly afterschool workshops are scheduled for the first Tuesday of each month (hour long sessions). Topics covered will be academic vocabulary development, writing responses, literary elements, and analyzing disciplinary texts. Areas in need of staff development will also be identified as the program proceeds. [REDACTED]

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: The school supports parents as to their needs and try to provide the workshops requested. A survey will be sent home in each of the after-school students' blue Baruch folder (used to send home important notifications) in their native languages to gauge topics and interests of parents/families.

In order to engage parental involvement and allow it to be ongoing and sustained, we will send a winter through spring calendar of monthly parent events upon the start of our ESL Afterschool Program. An invitation & calendar will be sent home with students in their blue Baruch folder (used to send home flyers) written in their parents/guardians' native languages informing them of the following planned parental activities that will be hosted:

A class for our ELL parents focusing on Engrade, our school's online grade book will be held to assist in them in accessing, monitoring student progress, & corresponding with teachers through the program. This will take place in February and be provided by our Michelle McCaffrey (program supervisor), Maria Friedland (ESL teacher) & Chris Comparetto (assistant principal).

A parent workshop on "ESL Online Tools & Resources" will be conducted by Michelle McCaffrey (ESL supervisor) & Maria Friedland (ESL teacher) in our school's computer lab. Parents are invited to bring their family members to try online resources used as school and those we recommend for extra support at home. Informational materials will be distributed in their native languages so they can continue accessing these resources/sites outside of school (March).

Part D: Parental Engagement Activities

MS104 proposes for the school year of 2012-13 to seek & continue connections with multicultural organizations such as Chinatown YMCA New Americans Welcome Center and the Harlem YMCA Literacy Zone to organize and provide workshops on English language learning awareness, adult English literacy and computer training. Michelle McCaffrey & Maria Friedland will coordinate to host an information meeting for parents to meet with the community organization representatives in order to share with our ELL families programs & services offered in the nearby community (April).

Parents will be invited to participate in a field trip along to the Sony Technology Lab (May) and join in the ESL Games Day (June) to help foster their involvement in our school community. Both family events in May & June will be led by Maria Friedland, Brittany Sirlin & Dana Waschitz (ESL after school teachers).

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Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		