



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BEA FULLER RODGERS INTERMEDIATE SCHOOL

DBN (i.e. 01M001): 06M528

Principal: KRISTY DE LA CRUZ

Principal Email: KDELACR@SCHOOLS.NYC.GOV

Superintendent: ELSA NUNEZ

Network Leader: DAN FEIGELSON

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
Kristy Dela Cruz	*Principal or Designee	
Luz Minaya	*UFT Chapter Leader or Designee	
Franklin Tavares	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Leslie Marcelino	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lourdes Milian	Member/ Teacher	
Margarita Modesto	Member/ Teacher	
Rosa Cruz	Member/ Parent	
Maritza Gonzalez	Member/ Parent	
Juana Frias	Member/ Parent	
Marissa Defranca	Member/ Teacher	
Dahiana Mendoza	Member/ student	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 06M528

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	226	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	13	# Dance	13	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.5%	% Attendance Rate			93.1%
% Free Lunch	92.4%	% Reduced Lunch			4.4%
% Limited English Proficient	13.2%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			2.4%
% Hispanic or Latino	96.4%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.29	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			N/A
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			1.4%
% Teaching with Fewer Than 3 Years of Experience	N/A	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4			4.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			31.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			Yes
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our CEP is that it was an item on the agenda for every meeting, which forced us as a team to reflect on our progress.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Raising the level of rigor in the classroom beyond every student finishing the same task.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Every single year something is changing. For example, we had a new assessment, new scale score, new peer group, and we are supposed to be held accountable for growth when there are "no" constants involved. For example, the range of scores for each letter grade changes as well. Last year, a Progress Report Score of 52 points was considered a "B" and then this year it was a 53. Although we had had a 52.98 and found five miscalculations, the Progress Report Team declined from providing an updated workbook and/or raising the score.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our CEP was successfully implemented in many areas such as we conducted all of the informal walkthroughs and our teachers are well-versed with the Danielson Framework. We also increased our parental involvement as evidenced in the 16 teachers who attended all of the weekly workshops.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
The majority of our students showed progress; however, with the new Common Core Standards as part of the NYS assessment we did not have as many students achieve a proficient level or higher.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Limited budget to cover our collaborations and teachers. For example, the DOE took away our funding for an IEP teacher; however, we need three IEP teachers in this building. Every year, we must excess at least one to two individuals. We have not replaced most of the staff who retired. Another challenge is that our 6 th graders arrive with limited literacy skills in any language. The number of students living in temporary housing and/or "double families" has increased at least three times. Finally, we do not have an on-site evaluation team and it takes almost a year to have a student evaluated for special needs.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our main focus lies in the lowest third, which tends to be the Emergent bilinguals and/or the students with disabilities.			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leaders communicate with the entire school community through Weekly Highlights, monthly coffee talks, weekly inquiry meetings for the entire staff. We also use the school messenger, Datacation (online platform), and monthly newsletters.			
Describe your theory of action at the core of your school's SCEP.			
If we continue to develop and to strengthen the skills set of every adult in our community, in regard to instructing diverse learners, then we will increase our capacity to meet all of our students' needs.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our strategies include the use of data to identify the needs of diverse learners; ongoing professional development focusing on strategies and resources for differentiating instruction, provided by school administration and outside consultants; and fostering parent involvement in their child's academic achievement by offering workshop on how they can support their children's work at home.			
List the key elements and other unique characteristics of your school's SCEP.			
Collaborations are the key to our school. Our main collaborations that are integral to our school community: Teachers College Reading and Writing Project, Computers for Youth, Urban Arts, and Alvin Ailey.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Every minute we discuss the CEP and how we are working towards our goals. For example, our Progress Report Grade increased from a 32 points to 52.98, which was 2 hundredths from a 53. We have increased the number of inquiry and planning			

meetings to at least twice a week for all staff members. In addition, our partnerships are providing in-house professional development such as weekly blended learning consultations and demo lessons.

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
To improve literacy achievement “by increasing the rigor of classroom tasks and questioning for all students” in grades 6-8 resulting in an increase in the number of students scoring at proficiency level or higher on the ELA exam (p 4).			
Review Type:	Quality Review	Year:	2012
Page Number:	4	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will have received professional development and support on strategies for designing and implementing a curriculum that includes rigorous tasks and questions, as evidenced by signed attendance sheets at workshops, review of lesson plans that include these rigorous tasks and questions, classroom observation, using the Danielson rubric, which is documented in Advance, and ongoing review of student work and TC Benchmark Assessment data to monitor student progress and growth.

Instructional Strategies/Activities

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

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

<p>Our school defines rigorous instruction as instruction that nurtures higher order thinking that appropriately challenges each student based on their ability level, next learning steps, and our curriculum. This occurs through our teachers’ use of the Blooms revised taxonomy, which is Webb’s Depths of Knowledge (DOK) when developing rigorous questions. Evidence of rigor can be found in our curriculum maps and lesson plans that are aligned to CCLS and, influenced by Webb’s DOK. Assessment practices school wide and at the teacher team and classroom level carefully monitors student progress to ensure that our current practices are rigorous with multiple entry points, so all students can have access to the information.</p> <p>This is our third year as a Teachers College Reading and Writing Project School. The following is a snapshot of what you will see and hear in each classroom. Teachers using a workshop approach for reading, writing and social studies. There is a mini-lesson, independent time and a whole class share. During independent time, the teacher is circulating the room and conducting conferences with small groups and/or individuals. Students have an opportunity to process learning and/or thinking through their accountable talk, which could be via partners, small group, and/or whole class discussions. The students are either writing and/or reading with a purpose. For example, students will respond to a piece of literature by making a claim and/or argument, providing textual evidence, and utilizing their critical thinking skills. All students in all content areas</p> <ul style="list-style-type: none"> • Twice a week our inquiry teams will meet to analyze student work which will inform their teaching practice. • 20 visits from Teachers College Consultants • Every Tuesday we conduct Parent Literacy Classes that focus on how to support your child with their literacy across the content areas. • Our literacy teachers will also attend professional development sessions at Teachers College. • Our literacy teachers also attended the Summer Institute in Reading and Writing to support our ELLs in their literacy classroom. • Our school has become a Teachers College (TC) pilot school, and we will also support our content area teachers in the classroom. • The ESL teacher will also receive support from our Network’s regular ESL training either through professional development and/or on-site consultation. • Providing at least five professional development sessions on ESL strategies and methodologies
--

- Articulation between the ESL teacher and classroom teachers.
- In addition to providing direct support to students in grades 6, 7, and 8, the F-status Reading Recovery Teacher will share Intervention strategies with classroom teachers and support the implementation in their classrooms.
- All ELLs will be invited to the Saturday Academy.
- ELLs will be the target population for one of the focus groups in the Teacher Inquiry Teams that meet on a weekly basis.
- As a recipient of the New York State Emergent Bilingual Grant, we receive professional development on a regular basis by CUNY through professional development and on-site consultation.

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

1. Teachers College Consultants, Peer Instructional Coach, Demonstration Teachers, F-Status Literacy Teacher, Network Personnel, and Administration will participate in the on-site professional development, the Teacher Team meetings that meet twice a week, and the articulation that takes place during the school week.

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

1. Informal and formal observations as well as conversations; reflection forms; interim assessments; and professional development attendance sheets.
2. Attendance sheets are utilized for all “formal” professional development sessions as well as the teacher team meetings.
3. Informal and formal observations are recorded through the Advance Platform.
4. Reflection forms are used for professional development sessions.
5. Periodic assessments and the assessment of reading levels are used to assess the reading proficiency of our students..

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

1. July 2013 –June 2014

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

1. Teacher Incentive Fund; Teachers College Project School, and CUNY NYSEIB support.
2. Teachers College Consultants visit our school primarily on Mondays and Fridays, when our teacher teams meet.
3. Our Peer Instructional Coach and Demonstration Teachers meet at least twice a week (Mondays and Tuesdays).
4. Titte III funding as well as SINI money will support our Saturday Academy and additional tutoring for our ELLs.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	----------	---------------

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

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

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI	X	PF Supporting Great Teachers & Leaders		

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

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

Major Recommendation

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

To improve the math achievement by “increasing the level of academic rigor for all students through the level of questioning in the classroom tasks” in grades 6-8 by increasing the number of students scoring at the proficiency level or higher on the math exam (p 3-4).

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3-4	HEDI Rating:	Developing
---------------------	----------------	--------------	-----------	---------------------	-----	---------------------	------------

Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, there will be a five percent increase in the number of students in grades 6-8 scoring a Level 3 or higher as evidenced on the Impact Series Periodic Assessment and the New York State Mathematics exam.

Instructional Strategies/Activities

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

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

Curriculum Development and Support: Decided to implement a new curriculum that is aligned to the Common Core Standards: Connected Math. Peer Instructional Coach attends Connected Math Series of Workshops and turnkeys information with biweekly inquiry meetings with the math department. Sixth-Eighth Grade Robin Hood Pilot Program with Computers For Youth (CFY), which is a Digital Learning Program that provides ALL families with a desktop computer equipped with math software as well as Kaplan software. In addition, a math staff developer will support all teachers, students, and parents in the implementation of this program as well as utilizing blended learning as a tool to provide multiple entry points for all learners.

- Saturday Academy Sessions will be available for all students.
- Biweekly teacher team meetings for analyzing student work, monitoring progress, identifying trends, gaps, next steps, and collaborative lesson planning.
- Achievers Enrichment Services is an educational service company that provides individualized, small group instruction afterschool to our students in Language Arts, Reading and Mathematics to students grades K-12. They utilize a scientifically researched-based curriculum and align their program to NYS content standards. They work closely with parents, teachers, and school administrators to provide the best effective program to help IS 528's students succeed academically.
- CFY School Consultant will meet twice a week with at least five math teachers and support staff a week to collaborate on lesson planning and how to use technology in the classroom as a tool for providing differentiated instruction.
- The SETTS teacher and IEP teachers will provide intervention services, and support staff will utilize a push-in and pullout model.
- Teachers will attend training with CFY to learn ways to use technology as an instructional tool to meet our students' diverse needs.
- All math teachers will work with approximately 10 students (ELLs, Level One's, or RTI) in small groups at least two times per week before and after school.

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

1. Network Support, CFY Instructional Consultant, Peer Instructional Coach, Demonstration Teachers, and Administration.
2. Staff and administration will support the implementation of the Saturday Academy. Computers for Youth is providing the test preparation materials. The Parent Coordinator will also assist in the student recruitment as well as the Parent Workshops.
3. Achievers Enrichment is provided by the ELT funding. Three teachers will be used from our school. The program will focus on 30 eight graders who will meet on Mondays and Tuesdays from 3 – 5 pm.
4. CFY Instructional Consultant will work with our teachers at least three days a week. The consultant will facilitate the blended learning teacher team.
5. All math teachers and support staff work with approximately 10 students Tuesday-Wednesday-Thursday.
6. Non-contractual services are utilized for our CFY collaboration as well as Datacation. This includes workshops and various trainings.

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

1. Informal and formal observations, ongoing reflection, interim assessments, bi-weekly team meetings' minutes, attendance sheets for professional development, and formal assessments.
2. Informal and formal observations are recorded on the Advance Platform and provide evidence of the classroom tasks.
3. Attendance sheets and minutes are utilized for Teacher Team Meetings and professional development opportunities.
4. Reflection forms are an on-going practice through Survey Monkey, informal conversations, and hard copy forms.
5. Periodic interim assessments are utilized for Math.

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

1. August 2013 to June 2014

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

1. Our CFY collaboration provides us with the on-site consultation as well as professional development for staff, students, and parents. These meetings and consultation take place on Monday, Tuesday, and Thursday.
2. The ELT funding will support Achievers Enrichment services, which is small group tutoring for ELA, reading, and mathematics on Mondays and Tuesdays. These dates were selected, because they do not interfere with the 8th grade after school programs.
3. Our school passed a School-Based Option that selected to provide our students with small group instruction on Tuesdays through Thursdays for 37.5 minutes each day. Mondays are used for our Teacher Inquiry Teams.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Grants
--	---------------------	----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	--	---------------

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

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

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs		X	PF RTI		X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

To improve teacher pedagogy in order to augment the consistency of effective strategies that elevate the performance of all students including English Language Learners and students with disabilities by developing a shared understanding of instructional excellence as outlined by Charlotte Danielson's *Framework for Teaching and* "providing multiple entry points for our diverse learners (p 5).

Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	------	---------------------	---	---------------------	------------

Tenet 4: Teacher Practices and Decisions

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

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all administrators and teachers will share a common understanding and language for discussing and implementing effective pedagogical practices, as evidenced by verbal interactions at meetings, the use of Danielson's Framework to analyze formal and informal classroom observations, and the delivery of actionable feedback, as documented in the Advance platform.

Instructional Strategies/Activities

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

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

Teacher Practices & Decisions: Last year our school adopted Charlotte Danielson's research-based Framework for Teaching. This framework is used to assess and support teacher practice and student achievement. By June 2014, the principal and assistant principal will conduct a minimum of four informal walkthroughs for each teacher using selected components of our research-based rubric to provide meaningful feedback. From September through June, staff members will be provided PD by in-house staff members, Teachers College, our Network, and other community based organizations to support them in their teaching practices and professional goals. Professional development will be provided before and after school.

- In September, all teachers were administered a self-assessment on the Four Domains of Teaching based on Danielson's *Framework for Teaching*. (QR indicators 4.1, 4.2, 4.3)
- In October, teachers created SMART goals using their self-assessment and Framework for Teaching as a guide.
- Lab sites will be used to provide teachers with opportunities to collaborate and to "practice" new techniques and strategies. Prep Period Coverage will be provided for teachers when working during their professional period. Training rate will be provided for professional development that occurs before and after school.
- School leaders will set up and follow a teacher observation cycle and provide actionable feedback to teachers.
- School leaders will conduct at least four informal walkthroughs utilizing the Danielson Framework for Teaching as a reference and guide for feedback.
- Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.
- Teacher self-assessments and reflection forms on selected components of our research-based rubric

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

1. Administrators, the DOE Talent Coach, Teacher Effectiveness Ambassador, Peer Instructional Coach, Demonstration Teachers, and Network Support.
2. Administrators meet with all of the staff to reflect on their goals and their options for evaluation.
3. The Talent Coach and Network assist in the calibration and use of the Danielson Framework.
4. Peer Instruction Coaches and Demonstration Teachers as well as personnel from the Teacher Incentive Fund support our staff's understanding of the Danielson Framework.

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

1. Attendance forms from meetings and professional development, reflections, informal and formal feedback which is evidenced through the Advance platform.
2. Peer Instructional Coach and Demonstration Teachers provide a log and reflection on their work.
3. Administrators and consultants meet regularly with staff to reflect on what is working and what can be strengthened through conversations and reflection forms.
4. Attendance sheets and minutes are utilized for Teacher Team Meetings and professional development.

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

1. August 2013 to June 2014

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

1. All teachers participate in a least one inquiry team that meets twice a week. In addition, all teachers who collaborate with an Urban Arts teaching artist have an additional period to collaborate with the teaching artist. All teachers have common preparation periods at least twice a week for each department.
2. For our CFY collaboration, each teacher meets with the consultant at least twice a week.
3. The Teacher Incentive Team meets at least twice a week. At least once a month these participating teachers receiving on-site professional development by our Teacher Incentive Fund Leader and Teacher Effectiveness Ambassador.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 st Century Grant secures Urban Arts funding for the next five years and CFY is a minimal fee of \$4,250.00.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

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

Major Recommendation

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

To promote the social and emotional development through our Advisory program. "Efforts in addressing the social/emotional needs of students and encouraging them to have a voice in school policies has resulted in high approval rating in the learning environment survey for safety and engagement on the part of students and parents and reduction in student suspensions (p. 3)."

Review Type: Quality Review	Year: 2012-2013	Page Number: 3	HEDI Rating: Proficient
------------------------------------	------------------------	-----------------------	--------------------------------

Tenet 5: Student Social and Emotional Developmental Health

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

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, in order to meet the social and emotional needs of adolescents, all students will participate in an Advisory Program with a 15:1 student to teacher ratio as evidenced by attendance logs, advisory participation grades, and reflection forms.

Instructional Strategies/Activities

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

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

1. Strategies: One of our most promising practices is the collaboration among staff members to create an Advisory program for our all of students. As a first year principal, we discovered that only a handful of teachers had learned about adolescent development and/or received any training in how adolescents learn. As a staff, we read "What Every Middle School Teacher Should Know." Next, the staff requested that all students have the opportunity to participate in an Advisory Program. These Advisory Periods focus on meeting the emotional and social needs of our students by discussing topics such as bullying, conflict resolution, peer mediation, as well as college and career readiness. There are a maximum of 15 students to one teacher. Each class has two advisors. Advisory meet on Wednesday of each week during eighth period. All of the monthly units have been mapped out and written in great detail. Some of our resources have been "Overcoming Obstacles," TC piloted nutrition unit, and the DOE's health education plan. By having advisors, we were able to organize Parent Teacher Conferences (PTC) by appointment only so that each parent had at least 15 minutes with their advisor. Last year, 235 parents out of 274 attended Parent Teacher Conferences by appointment only. This year, we had 200 parents out of 250, and Parent Teacher Conferences were conducted the Tuesday prior to Thanksgiving Break. The parents were thrilled that their time was valued and that they did not have to wait for hours to see just one teacher. In addition, our students' attendance has improved from 91-92% to hovering around 97%. Finally, we also utilize the Positive Based Interventions Systems to help promote positive behaviors. As a result, our number of school suspensions has been cut in almost half.

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

1. Advisory Coordinator, Staff, Parent Coordinator, Administrators, outside collaborations made through our Network's support of Ramapo and Positive Based Intervention Systems (PBIS).
2. Advisory Coordinator solidifies and creates the lesson plans. Staff supports in the implementation.
3. Teachers are provided with Ramapo training in the summer as well as on-site professional development.
4. Network provides PBIS training, and our PBIS team has attended city-wide meetings.
5. Parent Coordinator provides the link with our parents.

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

1. Reflection forms, number of suspensions, attendance forms from Parent Teacher Conferences, and informal/formal feedback.
2. Attendance for professional development and Parent Teacher Conferences.
3. Reflection forms from students and staff.

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

1. September 2013-June 2014

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

1. One programmatic detail is that Advisory takes place for 45 minutes per week on Wednesdays.
2. Some resources have been the following: Overcoming Obstacles, previous Advisory units of study, DOE Common Core health curriculum, and Penny Harvest.
3. The Network finances our collaboration with Ramapo and PBIS.

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.					
Our Network provides our support with Ramapo and Positive Basis Interventions Systems.					
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .					
	PF AIS		PF CTE		PF College & Career Readiness
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs				PF RTI
					PF Common Core
					PF Parent Engagement
					PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).					
To continue to increase our parental involvement. "During interviews, parents reporete that they are true partners with the school in meeting the needs of their children which has resulted in a high parent rating of the school's efforts on the Learning Environment Survey (p. 4)."					
Review Type:	Quality Review	Year:	2012-2013	Page Number:	4
		HEDI Rating:	Proficient		

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.					
X	6.2 Welcoming environment	X	6.3 Reciprocal communication		
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families		

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.					
By June 2014, in order to increase the parental involvement, additional school-wide family events and activites will be planned and promoted, as evidenced by attendance sheets and an increased participation in the school's Datacation online site.					

Strategies to Increase Parental Involvement and Engagement

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

A. Strategies/activities that encompass the needs of identified subgroups					
1. Parental Involvement: In order to effectively engage the Parent Community, we conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. In addition, we utilize our Urban Arts and CFY Workshops that are sponsored through our collaborations. Some of the topics have been <i>Cyber-bullying, being prepared for parent teacher conferences</i> , and so forth. We also participate in School Messenger, where the entire student body is called for reminders and events. In addition, we are a Datacation school in which all students and parents have the ability to communicate with their teachers via the internet. Finally, we have weekly Parent Classes and six Saturday Academy sessions for Parents and Students in the spring.					
B. Key personnel and other resources used to implement each strategy/activity					
1. Urban Arts teaching artists, CFY personnel. Parent Coordinator, and other experts. 2. Urban Arts Teaching Artists support our Saturday Academy Workshops as well as Parent Workshops throughout the year. 3. CFY sponsors our Family Learning Workshop as well as Parent Workshops. 4. Our Parent Coordinator facilitates and translates for all of parents. 5. Non-contractual services are used to provide on-site workshops for our parents. For example, the parents have wanted a holiday decorations workshop. In addition, parents have wanted "dance" classes.					
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity					
1. Attendance sheets, reflection, informal and formal conversations, and Datacation analytics. 2. Attendance sheets for all meetings and workshops. 3. Reflection is in the form of a hard copy and/or informal conversations.					

4. Surveys are utilized at the beginning of the school year.
 5. Datacation allows for us to determine which families are utilizing the resource.
- D. Timeline for implementation and completion including start and end dates**
1. August 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Every Tuesday and Thursday, parent workshops are conducted during first through third period.
 2. In addition, Saturday Classes are provided simultaneously during Sataurday Academy.
 3. Evening workshops are also provided on a monthly basis.
 4. Some resources are the Urban Arts Partnership and Computers for Youth. In addition, our Parent Coordinator has several community collaborations.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	----------	---------------

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

21st Century Grant and Title I SWP

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

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders	

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	Blended Learning (Power My Learning) During the school day, we utilize a technology platform called Power My Learning and i-excel through our CFY collaboration to meet our students' needs and to reinforce what they are learning in class. For our after school program, we use the Achievers Enrichment Program which utilizes Test Ready materials.	Small group instruction, one-to-one and tutoring.	Before school, during school, and after school.
Mathematics	Power My Learning, CMP During the school day, we utilize a technology platform called Power My Learning and i-excel through our CFY collaboration to meet our students' needs and to reinforce what they are learning in class by creating playlists on various topics. For our after school program, we use the Achievers Enrichment Program which utilizes Test Ready materials.	Small group instruction, one-to-one, and tutoring.	Before school, during school, and after school.
Science	Power My Learning During the school day, we utilize a technology platform called Power My Learning and i-excel through our CFY collaboration to meet our students' needs and to reinforce what they are learning in class by creating playlists on various topics. For our after school program, we use the Achievers Enrichment Program which utilizes Test Ready materials.	Small group instruction	Before school, during school, and after school.
Social Studies	Adventa—iLearn During the school day, we utilize a technology platform called Adventa to meet our students' needs and to	Small group instruction	Before school and during school

	reinforce what they are learning in class by creating playlists on various topics.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Overcoming Obstacles Initiative	Small group instruction; peer mediation; and one-to-one	During school

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.

All of our teachers are fully certified, licensed, and considered highly qualified according to the NCLB. According to the recently released growth reports, all of our teachers are classified as "effective" with the exception of one teacher who took a medical leave in February 2012 and another teacher who retired as of September 2013. All of our teachers are tenured except for one in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in house, through our Network, and higher organizations such as Teachers College. Finally, we also support our teachers with an instructional consultant from Computers for Youth (CFY).

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).

As lifelong learners, it is imperative to create places where our teachers can grow as leaders. Every single teacher is offered professional development within the school as well as outside of the school. For example, many of our teachers have presented at the city, state, and national levels. Three teachers are part of focus groups at Teachers College. Four teachers are part of the Teacher Incentive Fund. Our CFY instructional consultant works with and supports the entire staff. Professional development is ongoing and is provided by outside providers as well as inhouse such as in intervisitations.

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.).

These funds are utilized to best meet the diverse needs of our students whether it is providing students with school supplies as well as the school's uniform. If students are in STH, we try to find a way where the students can host their home learning center such as at another family member's house. We also provide additional resources to all of our parents through our workshops and parent outreach.

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.).

Not applicable. No elementary grades.

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.

Our staff selected one individual to represent each department for our school's Local School Measures Committee. The Local School Measures Committee met over the summer and at the beginning of the year to determine which assessments would be utilized through the school year. Then, we utilized Network and Cluster Support to train our entire staff on how to conduct the assessment, score it, and norm it. Finally, we scored the assessments through inquiry meetings and teacher team meetings that meet twice a week.

For Literacy, we utilize our TC on-site consultancy to support our teachers in assessing reading levels and student work. In Mathematics, we have weekly consultancy provided by Computer For Youth. Finally, we are constantly reflecting on how the data informs our instruction through our teacher team meetings that meet twice a week.

TA Schools Only

Use of Program Resources

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

Not applicable

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).

Not applicable

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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 06	Borough Manhattan	School Number 528
School Name Bea Fuller Rodgers Intermediate 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 Kristy De la Cruz	Assistant Principal Annette Rufino
Coach type here	Coach type here
ESL Teacher Melisa Stoller	Guidance Counselor type here
Teacher/Subject Area type here	Parent Franklin Tavarez
Teacher/Subject Area type here	Parent Coordinator Noemi Brito
Related Service Provider type here	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		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	226	Total number of ELLs	43	ELLs as share of total student population (%)	19.03%
--	------------	----------------------	-----------	---	---------------

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														
Pull-out							9	8	8					25
self-contained							8	8	8					24
Total	0	0	0	0	0	0	17	16	16	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	14

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	20	0	1	9		1	14		8	43
Total	20	0	1	9	0	1	14	0	8	43

Number of ELLs who have an alternate placement paraprofessional: 5

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
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							19	16	8					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	19	16	8	0	0	0	0	43

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)							8	6	3					17

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)							2	1	2					5
Advanced (A)							9	9	3					21
Total	0	0	0	0	0	0	19	16	8	0	0	0	0	43

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
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.

As a Teachers College Reading and Writing Project School, we utilize the Fountas and Pinnell assessment to provide the students reading levels in grades 6-8. This year, we have 20 students who have been in the country for less than three years, and many of these students are newcomers. Our ESL teacher also assesses these students for their Spanish proficiency. There is a strong correlation between students who have greater levels of Spanish proficiency and their English Proficiency. For our students who are struggling in their academic Spanish, they tend to struggle with transferring their language skills to English. This data has informed our additional classes for our newcomers. For example, all of the newcomers participate in the Extended Day Program before school. Furthermore, these students will participate in our Saturday Academy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In our school, we have 14 students who have had at least 6 years of ESL instruction. The majority of these students scored at the Advanced Level of Proficiency with the exception of some students with IEPS. Most of our newcomers and students with less than 3 years of ESL instruction score at the Beginner or Intermediate Level. In some cases, students with strong academic skills in Spanish will score a proficient score within a couple of years.
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](#))

Our findings are similar to most research in that it takes students 5-7 years to acquire the academic language. That is to say, students acquire the listening and speaking within the first two years of English instruction. We have a few students who remain in the "Silent Period" a little longer, but that is their own learning style. These students tend to be "shy" in their home languages as well. We use this information in our planning of classes as well as providing students with additional support in their content classes. Since the majority of our school consists of ELLs or former ELLs we have more students receiving extended time than not, so for all of our periodic assessments, citywide exams, classroom assessments, and so forth, we always provide our students with their additional time. Our students are making progress, and this past year we had two ELL's who scored some of the highest scores in Mathematics which earned them a spot in our Integrated Algebra Regents. Of course, our data reveals that our ELLs still struggle with their academic language in their content areas; however, they are making progress.

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?

We do not have standardized assessments in their native language unless it is for the students' state Mathematics exam. Since the mathematics test involves higher levels of literacy skills, our students continue to struggle with these examinations even if they are provided in Spanish. Furthermore, our students lack the academic vocabulary in their native language to support them. This means that although the test is provided in Spanish it does not necessarily mean that they will score at a higher level. Our school leadership attempts to have all assessments available in Spanish as much as possible. If it is available in Spanish, then we will provide it to our students.

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

Our classroom teachers provide RTI through classroom instruction by providing graphic organizers, visual aids, and conferencing with the students. Individual conferences as well as small group conferences are provided to meet our students' needs. All of our students receive small group instruction at least three times a week provided by our librarian, ESL teacher, and/or literacy teacher. For Extended Learning Time, our students are also grouped to best serve our students' needs. Furthermore, our ESL teacher has provided all content area teachers as well as literacy teachers Spanish cognates and glossaries to support our students. Finally, our RTI team meets on weekly basis to analyze our students' progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Different supports are provided in the classrooms such as peer tutors, glossaries, visuals, and graphic organizers. Our ESL teacher ensures that all of our staff is familiar with our ELLs as well as provides them with training and resources on how to support our students. In fact, she is mirroring the literacy units in her classroom. The ESL teacher is an integral member of our literacy team that meets at least twice a week.

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?

This is not applicable, because we do not have a dual language program.

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

We monitor our students' success through their interim assessments, Datacation, conference logs, progress reports, and additional informal and formal assessments such as in-class activities. Students self-reflect for every unit of study. Reflection We meet with parents in November and February about their progress; however, we have weekly meetings for all parents.

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](#).)

Once any new student registers at IS 528, a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the intake process conducts an informal oral interview in English and/or in the parent's native language. During the intake process, we accommodate the parents and students in their native language by providing a translator. If there is not a translator available in the building, then we schedule for a translator to assist the parents and students through the Language Interpretation Services offered by the Department of Education. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first ten days of student registration. Parent Orientations are ongoing based on student registration and eligibility based on the HLIS. The LAB-R is hand scored by the trained fully certified pedagogue before being delivered to the Scan Center. For students whose home language is Spanish and do not pass the English LAB-R, the ESL teacher, whose native language is Spanish administers the Spanish LAB. According to the LAB-R (English) results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. In order, to ensure that all students are administered the NYSESLAT each spring Ms. Stoller will print out ATS reports such as RLAT and the RLAB to verify an accurate list of students taking the exam. Our Assessment Team of Ms. Rufino, our Testing Coordinator, Ms. Stoller, our ESL teacher, and Ms. De la Cruz, the principal develop a schedule to ensure that all students are administered the exam within the required time frame. Ms. Stoller sends out letters to the staff as well as parents informing parents of the dates for all modalities of the exam. Ms. Stoller administers all four modalities of the exam in Room 406, because this is where there ESL instruction takes place. Ms. Stoller also administers the make-up sessions. Ms. Stoller also attends the NYSESLAT training provided by our Network. If a student is absent on a testing date, then the parents are called and students are required to take the exam on a make-up date.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogue, who is also the ESL coordinator, conducts these meetings within the first 10 days of student registration based on the HLIS, along with the help of other staff members such as the Parent Coordinator and provides an agenda and sign-in sheet for the parents.

The Assistant Principal, ESL service provider, Parent Coordinator and parent volunteers are also present at the orientation to assist and

to provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show

the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages

that

represent our population. These languages include English, Spanish, and Arabic. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions that parents who are less proficient in English may have. The ESL Coordinator informs parents at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language 1 skills to transfer to Language 2 skills.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs,

Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned.

Each year, the principal and the ESL teacher analyze the English Proficiency of the ELLs as evidenced on the New York State English as a Second Language Achievement Test (NYSESLAT). These two licensed individuals determine the proficiencies of each individual modality as well as grouping the Listening & Speaking and the Reading & Writing. The ESL teacher collaborates with classroom teachers by providing them with a list of the ELLs and their NYSESLAT scores. During departmental meetings, the ESL teacher and assistant principal explain to the classroom teachers how the NYSESLAT scores impact their teaching. When students remain eligible for ESL services, these parents receive letters of continuation. To ensure that these letters are returned, our ESL teacher makes copies of these letters and places them in the ELL binder. If the forms are not returned, then phone calls are made to contact the parents. Since our school provides only a Freestanding ESL program, the parents are always given the opportunity to transfer to another school in order to receive bilingual or dual language instruction. These are the structures in place at our school to ensure that parents are notified of the three program choices.

According to the Parent Survey and Program Selection forms as well as using HIBE in ATS, thirty-five parents of the ELLs in our building have requested the Freestanding ESL program; therefore, the trend is that the parents want a freestanding ESL program and it is aligned to their preferences. The forms are available in the ELL binder in the Principal's office. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. At this time, the Freestanding ESL program is aligned with the parent requests.

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.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs. Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the

same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 227 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children.

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

In question two, you will find the process of the ELL identification process. Copies of the entitlement letters and program selection forms are secured and stored in the ELL binder located in the Principal's Office. Furthermore, the originals should be found in the students' cumulative folders located in the Main Office.

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.

If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 227 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children. Paste response to question here:

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.

In the spring, our ESL teacher assesses all of the students. When assessing and/or scoring the test, we collaborate with other schools in the Network and/or train teachers to assist in the scoring. Our ESL teacher is a our liaison and attends all training opportunities for the scoring and implementation of the NYSESLAT.

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. 
- If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 273 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children. Paste response to question here:

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])?

Currently, the ESL teacher utilizes the push-in/pull-out freestanding ESL model with the ELL population Monday through Friday. The principal, who is ESL certified as well as National Board Certified in ESL, uses the push-in/pull-out model for 14 periods per week. The ESL teacher meets with the Beginner ELLs for two periods which are approximately 45 minutes each that equals 90 minutes per day. Hence, all of the Beginner ELLs receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6th grade classrooms as well as the ELLs in the self-contained special education classroom during both 4th and 8th period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the eighth grade during the additional 37.5 minutes of instruction, which is now being incorporated into the regular school day for all students.

In order for all of our students to receive all of the mandated hours, we have to carefully schedule the students. For example, the majority of the sixth grade ELLs are in Class 601 or 602. Since there are some students who are at the Beginner or Intermediate level of proficiency, Ms. Stoller services these students eight periods of the week. Since some of these students are at the advanced level of English Proficiency, they are only required to have 180 minutes of ESL instruction, which is approximately five periods a week. Our ESL students for the seventh grade are predominately in Class 701. We also have ELLs in Class 801 and Class 803. Most of the 8th grade ELLs are at the Advanced Level of Proficiency, so they require five periods of ESL instruction. For Class 803, Ms. De la Cruz uses the push in model for four periods of their science instruction. We also have students in our bridged self-contained special education classroom in which Ms. De La Cruz pushes in for three periods of week and Ms. Stoller uses the pull-out model for the remaining five periods a week. All of our ELLs receive their mandated ESL instruction, and many of our Advanced Level students receive more than the 180 minutes of 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)?

Currently, the ESL teacher utilizes the push-in/pull-out freestanding ESL model with the ELL population Monday through Friday. The principal, who is ESL certified as well as National Board Certified in ESL, uses the push-in/pull-out model for 14 periods per week. The ESL teacher meets with the Beginner ELLs for two periods which are approximately 45 minutes each that equals 90 minutes per day. Hence, all of the Beginner ELLs receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6th grade classrooms as well as the ELLs in the self-contained special education classroom during both 4th and 8th period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the eighth grade during the additional 37.5 minutes of instruction, which is now being incorporated into the regular school day for all students. Paste response to questions here:

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 educators, our goal is to make content and language instruction comprehensible. Explicit teaching does not mean to return to the teaching of traditional grammar and to meaningless drills and exercises in which there is no functional and communicative purpose. Explicit teaching means students are encouraged to reflect on how language is used for a range of purposes with a range of audiences and the ESL teacher focuses on the aspects of language that will enable the students to do this. Explicit teaching is related to real-life use. The goal of explicit teaching in the ESL program is to promote active involvement in learning, independence, and to analyze the ways language is used in authentic contexts.

For example, a persuasive essay or editorial is a type of text, which is a New York State English Language Standard for middle

school students. The purpose is to persuade others. In order to write a persuasive essay, the students take a position and justify it. After the students have researched their positions and gathered supportive evidence, they learn the organization of a persuasive essay (personal statement of position/argument, supporting evidence, possible counterargument and evidence, and conclusion). When writing a persuasive essay, there are connectives or linking words that are typically used such as first, second, therefore, on the other hand, however, and in addition. Our ESL teacher explicitly teaches all of the language features to reach this goal of writing a persuasive essay. Since our school follows the Readers/Writers Workshop Model or the Balanced Literacy Approach, we also study a genre or unit of study each month. Each student has an ESL notebook for their literacy skills. Therefore, the ESL teacher identifies and teaches the language features for each genre of study. In order to explicitly teach the language features, the instruction must be scaffolded.

Scaffolding instruction is not another word for help. Instead, it is the type of support that assists ELLs to move toward new skills, concepts, or levels of understanding. Scaffolding instruction is the temporary assistance in which the teacher assists the students learning how to do something, so that they will be able to do accomplish a similar task alone. According to Lev Vygotsky, scaffolding instruction is future-oriented because what a student or child can do with support today, he or she can do alone tomorrow.

The ESL teacher uses ESL methodologies to follow the ELA curriculum as designed by the school and Region. All ELLs are held accountability for meeting the same high expectations. Therefore, the ESL takes the curriculum and identifies the language features for each genre of study. Then, she explicit teaches the language features for each genre using semantic mapping, visual aids, graphic organizers, templates, modeling the text, and text reconstruction. Here are some ways the ESL teacher addresses each language modality:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All of the interim assessments and standardized assessments are provided in Spanish. Many teachers use google translate and/or our ESL teacher as a resource for translating assesements.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
For the modality of listening, the students are introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students are introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.
For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.
For the modality of writing, the ESL teacher identifies the language features used for each specific unit of study or genre. First, the teacher builds on the field or activates the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher models the text. Students should be immersed in the genre of study. The ESL teacher explicitly teaches the language features of each context. Then, the ESL teacher works and guides the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary piece together. Finally, the students write their own texts, independently.
When planning for the modality of reading, the ESL teacher remembers that ELLs should understand the text they are reading and they help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she build upon their prior knowledge. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.
Overall, the ESL teacher makes the content comprehensible for ELLs by identifying language objectives and content objectives for each lesson. She still adheres to the Readers/Writers Workshop Model, but she adapts the model to meet the needs of her students. ELLs need explicit teaching of the language features to assist them in being able to comprehend the overall content.
Paste response to question here:
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).

At this time, there are no SIFE students. Our SIFE students receive the minimal 360 minutes of ESL instruction per week. All SIFE students receive an English/Spanish Picture Dictionary. The ESL teacher assesses the language proficiency of the student's native language. SIFE students learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students are able to use picture sequencing for simple narratives. SIFE students use a dialogue journal between them and me. The dialogue begins as pictures and/or simple sentences depending on the level of language proficiency; however, it will be an ongoing written conversation. SIFE students are expected to complete monthly projects that focus on a genre of study; however, the rubric will be modified to meet the needs of each level of proficiency. Instructional materials and books are purchased for this subgroup of students. For this subgroup, the materials focus on the basic literacy skills. Professional Development for all teachers is provided. Finally, these students are encouraged to attend all Afterschool and Saturday programs provided by the school, Region, and community. Furthermore, SIFE students are given the opportunity to transfer to one of the Regional programs such as Academic Universe.

Newcomers receive at least 360 minutes of ESL instruction per week. In the classroom, the teacher focuses on developing BICS. Newcomers learn vocabulary that assists them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they feel more comfortable in the classroom setting. Students are able to use picture sequencing for simple narratives. Newcomers use a dialogue journal between the teacher and them. The dialogue begins as simple sentences; however, it is an ongoing written conversation. Additional books and instructional materials for newcomers are purchased. Each student is provided with a Bilingual Spanish/English Picture Dictionary. Newcomers have monthly projects. However, the rubrics for each project specify the level of language proficiency. When studying the memoir genre, newcomers who are at the beginner level of language proficiency create a picture book with simple sentences whereas a student at the advanced level of proficiency writes a vignette using a narrative form. Professional Development for all school personnel would be provided to teachers after school and during some of the monthly Faculty Conferences. Teachers are encouraged to use visual aids in classroom instruction and to have the newcomers placed with a "buddy" who speaks the first language of the newcomer and is at the Advanced Level or Proficient Level of English Language Proficiency. This subgroup of students are encouraged to attend all after school and Saturday programs provided by the school, building, and Region. Finally, the students are given the option to transfer to our Region's program for newcomers, Harbor Heights, or any other school in the region.

All of the students who have received 4-6 years of ESL services and the long-term ELLs receive ESL instruction based upon their proficiency level. In our school, approximately half of the ELL population are considered long-term. Since most of the long-term ELLs have acquired their BICS, the classroom instruction focuses on developing academic vocabulary and learning the language features of various genres. In their literacy class, the ELLs are expected to complete monthly projects, which focus on a particular genre. For example, the ELLs created memoirs in October, Poetry Anthologies in November, literary essays for December, and feature articles for the month of February. The ESL teacher follows the curriculum as outlined by Teachers College's Balanced Literacy Program; however, she modifies and scaffolds instruction to meet the needs of the ELLs. Assessment includes weekly quizzes, monthly projects, midterms, journal entries, and exit portfolios. Each week a progress report is sent and signed by the parents of these ELLs. In addition, long-term ELLs are encouraged to attend all after school and Saturday programs available at our school, community, and Region. Instructional materials, books, and software will be purchased to meet the needs of these students. Professional Development on topics such as Differentiated Instruction, Finding the Language Features: SIOP Model, and Making Content Comprehensible will be provided for all school personnel.

- 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?

There are many instructional strategies that are used with ELLs with SWDs that help provide access to the content as well as accelerate the English language development such as glossaries, the use of graphic organizers, and teaching students mnemonic devices when possible. For example, when writing density equal mass divided volume it looks like a D = a heart if the "m" is directly over the "v." $D = m/v$ can look like a heart. Another instructional strategy is for all content area teachers to utilize their word wall with key vocabulary for each unit. Teachers are also encouraged to use manipulatives when possible.

Our school uses curricular, instructional, and scheduling flexibility for our ELLs with SWDs by having the students work and learn with other ELLs who are in the general education program. Depending on the students' needs, the ESL teacher both pushes in and pulls out. For three periods of the week, an ESL teacher pushes into the self-contained classroom. For the remaining five periods, the students with disabilities are pulled out and work with ELLs in the general education program.

Currently, the ESL teacher and principal use the push-in model for the one multilevel self-contained classroom. For students in

general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child's needs. Our building's guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic Intervention Team meets every Tuesday and Friday to assess and reflect on the progress of these students. The ESL teacher participates on the AIS team on an as-needed basis, so she represents the ELL population.

There are several intervention services offered in our school for all ELLs. First, all ELLs are invited to participate in the school's 37.5 minute Extended Day program, which is incorporated into the regular school day for all students. During this time, students receive small group instruction that will help reinforce their literacy skills in all four modalities. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Visual Arts, Music Production, Drumming, and Video Production. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy sessions for both Math and ELA, which will take place this spring.

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?

Our school uses curricular, instructional, and scheduling flexibility for our ELLs with SWDs by having the students work and learn with other ELLs who are in the general education program. Depending on the students' needs, the ESL teacher both pushes in and pulls out. For three periods of the week, an ESL teacher pushes into the self-contained classroom. For the remaining five periods, the students with disabilities are pulled out and work with ELLs in the general education program.

Currently, the ESL teacher and principal use the push-in model for the one multilevel self-contained classroom. For students in general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child's needs. Our building's guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic Intervention Team meets every Tuesday and Friday to assess and reflect on the progress of these students. The ESL teacher participates on the AIS team on an as-needed basis, so she represents the ELL population.

There are several intervention services offered in our school for all ELLs. First, all ELLs are invited to participate in the school's 37.5 minute Extended Day program, which is incorporated into the regular school day for all students. During this time, students receive small group instruction that will help reinforce their literacy skills in all four modalities. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Visual Arts, Music Production, Drumming, and Video Production. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy sessions for both Math and ELA, which will take place this spring.

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:		LOTE-Spanish	Spanish
Social Studies:			

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

Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
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.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- For our newcomers, the students are provided with additional Spanish support via small group instruction before and after school. In Mathematics, we use Power My Learning as a platform to support our students. For literacy, we use the Teachers College Reading and Writing Project's website as a resource. There are glossaries provided for all content areas. All ELLs participate in the Extended Learning Time before and after school, depending on the students' language proficiency the instruction is provided in English or Spanish. However, all students receive at least three periods of Spanish instruction per week. For 8th graders, we also have an Achievers Enrichment programs that will support them in a 10 week test preparation programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We continue to make progress; however, time is an issue. We are providing our students with additional support this year through our Extended Learning Time both before and after school. Our students still struggle with their academic language; however, progress is being made. Every year we have students earn proficiency in English; however, we need for our students to excel in all of their content areas as well.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are improving our parent workshops by tailoring it to meet their needs. Last year, we focused on literacy in the Balanced Literacy Workshop Model. This year we will continue to support them with literacy skills; however, we will extend literacy to across the content areas. We are also providing additional support in Spanish to help build both languages for our students, especially the newcomers who lack basic proficiency in their native language.
12. What programs/services for ELLs will be discontinued and why?
- Nothing has been discontinued at this time. Our ELLs remain a constant priority.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal opportunities to participate in our Extended Learning Time as well as our 21st Century grant that occurs after school from 3-5 pm. This means that students can participate in Alvin Ailey, one of our residencies, and any service that is provided for the mainstream population. We have ELLs in the Integrated Algebra Regents, our Basketball and Football teams, as well as our Achievers Enrichment.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As recipients of the New York State Emergent Bilingual Initiative Grant, our Spanish teacher has a ipad cart of 30 ipads in which students have their spanish curriculum via online through En Espanol, a Common Core aligned curriculum. Our ESL teacher is a recipient of another grant, in which we have 10 ipads and three desktop computers to support our students. The ELL students have their classroom in Room 406 which is equipped with a working Smart Board and/or interactive white board.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Although we are a free-standing ESL program, we support the students' native language by providing all ELLs with Spanish at least three times a week. Also, our ESL teacher provides additional support by translating the units of study into Spanish for our newcomers as well as supporting our content area teachers with glossaries and additional support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ELLs range in age from 10 to 15 years old in grades 6-8. Most of our students struggle in their academic language for both English and Spanish. We are constantly using technology as a resource for our students by providing visuals, audiobooks, movies, and platforms such as Power My Learning to support our students and their needs. For older students, we must constantly search for content level work that is appropriate for them. For example, our ESL teacher has created a blog so students can share and post discussions about their literature work.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We have an Parent and Student Orientation for all incoming ELLs in August. We also have a Parent/Student Orientation in September. We also provide ELLs with additional academic support during the Extended Day Program (before school) and after school from 3-5:30. We have weekly meetings for parents to help them support their students with their academics. In September, we have our Family Learning Workshop, in which all incoming ELLs receive a home learning center (desktop computer) that is equipped with software as well as 24/7 bilingual support for the computer's life. These are some of the activities

provided.

18. What language electives are offered to ELLs?

All ELLs have Spanish as a language elective.

19. For schools with dual language programs:

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

We do not have a dual language program.

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.

Professional Development is provided for our building on a regular basis as well as for the ESL teacher. This summer, our ESL teacher attended both the Summer Reading and Writing Institute at Teachers College to reinforce the Balanced Literacy model in her classroom. In addition, the ESL teacher facilitates ELL professional development for our school. Our network provides monthly meetings for staff members in regard to ELL topics. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year our school provides at least five Professional Development sessions for ALL staff members which equals the 7.5 mandated hours. As a school we focus on topics that are applicable to all content areas such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and Building Academic Vocabulary. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development.

In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs.

Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. In addition, all students are allowed to read books in Spanish for the 40 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.

As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our Principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis. The staff are supported by the school leadership by meeting with the administrators on a weekly basis as well as they are encouraged to attend professional development on a regular basis. All staff members attend at least two hours of professional development per week and are encouraged to attend more professional development. The Principal, the Parent Coordinator, the Assistant Principal, the Guidance Counselor and the ESL teacher meet with parents and students to assist them in the high school application process by holding individual and group conferences. In some of the conferences, interest surveys are used and articles for discussion.

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?

Parents are a crucial part of our school community. In September, there is a Parent Orientation for each grade for various topics. In the fall, there is a Parent Orientation for the eighth graders explaining 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. Then, the topics of the workshops will be based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is to be expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body. Our Parent Coordinator collaborates with outside Community Based Organizations such as TASC and ENACT to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a different language, we contact the DOE's Language and Translation Unit. In addition, we have a staff member who speaks English, Spanish, Italian, and French.

Paste response to questions here:

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristy De la Cruz	Principal		11/11/13
Annette Rufino	Assistant Principal		11/11/13
Noemi Brito	Parent Coordinator		11/13/13
Melisa Stoller	ESL Teacher		11/11/13
Franklin Tavarez	Parent		11/11/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 06M528 School Name: Bea Fuller Rodgers Intermediate

Cluster: 2 Network: 203

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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages. Finally, we also utilize the RPOB report as a tool to analyze and calculate the number of percentages of home languages. For example, the home languages other than English represented in our school community are either English or Spanish.

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.

According the ATS system and our records of home languages, Spanish and English as the home languages needed for our school community. These findings were reported to the school community in a timely manner. Since this middle school has opened in 2002, the predominate languages spoken are English and Spanish. Currently, we have 226 students with a high stability rate from sixth through eighth grade. Each year we might have one or two students transfer to our school, but that is it. We know all of our students on a first-name basis, and are aware of any new arrivals. Since the school building has opened its doors as a middle school in 2002, English and Spanish have been the home languages represented in our school building. At every single school-wide event, we make sure that all home languages are represented. Information is shared through monthly newsletters, parent orientations, Datacation, and school-wide 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.

The Parent Coordinator or a designated, qualified paraprofessional in our school building provides all written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed. If there are no personnel available, then we use the Translation and Interpretation Unit. We contact them in a timely manner to ensure that the documents are received on time and as needed.

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.

Oral interpretation services are provided in-house. The Parent Coordinator, Secretary, School Aides, Paraprofessional, Assistant Principal, PA Association and other bilingual teachers in the building provide these interpretation services. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed..

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we will ensure as a school community that all parents receive translations in their native language in a timely manner with the guideline. We will ensure that translation and interpretation services are fulfilled in a timely manner. If translation and/or interpretation is unavailable in-house, then we will contact the Language Interpretation and Translation Unit to schedule services. Finally, we also have signs posted in the foyer and main lobby indicating the availability of translation and interpretation services. Our goal is that all parents know they have a right to an interpreter or translator to promote parental involvement in our school.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: <u>Bea Fuller Rodgers</u>	DBN: <u>06M528</u>
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: <u>3</u>

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: IS 528 is a middle school in Washington Heights that serves approximately 226 students in grades six through eight. Over 95% of the students are from the Dominican Republic and the remaining is from Hispanic heritage and African American. One fully certified English as a Second Language (ESL) teacher instructs a freestanding pullout and push-in ESL Program in this building. The Principal is a fully certified ESL teacher as well as National Board Certified in ESL. There is also a certified bilingual special education teacher. The ESL teacher's schedule includes 54 classes per week, which services 43 English Language Learners (ELLs) in grades six through eight, 35 in the General Education program, and 8 the school's only self-contained Special Education classroom. The language of instruction is English.

Our school provides a freestanding ESL push-in and pullout model for the 43 ELLs to meet all requirements. All of the Beginner ELLs receive 450 minutes of ESL instruction through the pullout model. The entire 8th grade ELLs at the advanced level of English Proficiency based on the NYSESLAT results receives 225 minutes of ESL instruction. The eight ELLs in the self-contained Special Education classroom receive their mandated ESL instruction utilizing the push-in model. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive at least 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes or more of ESL per week, which is aligned with our CR-Part 154 and Language Allocation Policy.

The ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. Most of the instructional strategies utilized in this program are based on the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol (SIOP) Model, which both models focus on building language through content or the academic area. In this building, the ESL teacher develops language through the academic area of English Language Arts. While using Balanced Literacy in the classroom, the ESL teacher creates objectives both for the ELA content area and language objectives, which are the linguistic features for each genre of study. Some of the instructional strategies utilized to assist in making content comprehensible are the use of graphic organizers, visual aids, realia, role playing, vocabulary development activities such as word maps and learning common prefixes and suffixes, pre-reading strategies to activate schemata by building on previous knowledge, during and post-reading strategies to check for understanding and comprehension.

Before School

All ELLs in grades 6-8 participate in the mandated 37.5-minute program from 8:00 am until 8:38 pm. The ESL teacher and bilingual special education teacher as well as content area teachers support the students through conferences and small group instruction to reinforce their literacy skills across content areas.

Title III After school Program

An after school program will be provided for all ELLs in grades 6-8 from 3:00 p.m. until 5:00 p.m for two days per week. This program will begin in January and continue through March. Fully certified ESL teachers will provide these services. During this after school program, instructional materials from

Part B: Direct Instruction Supplemental Program Information

Teachers College will be used to provide the students with additional educational support to help them attain English Proficiency as well as meet NYS State learning standards across all content areas.

Title III Saturday School

In March through April, there will be six Saturday Academies from 9:00 am to 12:00 pm to assist the ELLs in meeting NYS English Learning Standards and NYS Math standards. All ELLs in grades 6-8 will be invited to participate in this program. Three ELS teachers and three content area teachers will provide these services. The ESL teachers will support the content area teachers. During these sessions, the students will utilize NYS examinations from previous years to review and prepare for the examination. Students also were taught test-taking strategies such as the reading the question first, underlining key information, and vocabulary strategies to support their needs.

?????

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: This school provides ongoing professional development by the fully certified ESL teacher as well as the certified principal. One topic is on scaffolding instruction and introducing various strategies that can support language learning such as graphic organizers, reading strategies, and different types of journal writing. Another workshop is on differentiating instruction in which each content area collaborates and generates ideas of how they can differentiate instruction for the needs of the students in that particular content area. Furthermore, the ESL teacher and the administrators hold conferences with teachers in various content areas to assist them in teaching the ELL population. In addition, the administrators share ELL best practices in her monthly departmental meetings. The professional development sessions will be devoted to ELLs services:

- Using the Arts to Enhance Student's Learning "Creatively Danielson" by Urban Arts Partnership- November 2013
- Differentiating Instruction Across the Curriculum-December 2013
- Reinforcing Academic Vocabulary to ELLs-January 2014
- More Effective ESL Strategies-March 2014

The ESL teacher and principal will present and attend the NYSTESOL Conference at White Plains, New York on November 15, 2013.

ESL Teacher: Melisa Stoller

Principal: Kristy De la Cruz

?????

Part D: Parental Engagement Activities

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: Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for each grade for various topics. For example, the Parent Orientation for the eighth graders explains 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. The sixth grade orientation welcomes the parents and families to our school. The seventh grade orientation focuses on the importance of the attendance and the grades and how they are used for the high school application process. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team. At all school events, translators are available for English, Spanish, and any other language that is needed.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. This survey is available in both English and Spanish. Then, the topics of the workshops are based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body.

Our Parent Coordinator collaborates with outside Community Based Organizations such as Urban Arts Partnership to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a different language, we contact the DOE's Language and Translation Unit. In addition, we have a staff member who speaks English, Spanish, Italian, and French.

Part E: Budget

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

Allocation Amount: \$

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