



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: I.S.77
DBN (i.e. 01M001): 24Q077
Principal: JOSEPH A. MILLER
Principal Email: JMILLER2@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DAN PURUS

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 |
|-------------------|--|-----------|
| Joseph A. Miller | *Principal or Designee | |
| Albert Gonzalez | *UFT Chapter Leader or Designee | |
| Rosemarie Damato | *PA/PTA President or Designated Co-President | |
| Peggy Swanson | DC 37 Representative, if applicable | |
| N/A | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| N/A | CBO Representative, if applicable | |
| Peter Caccioppoli | Member/ Assistant Princip | |
| Marilyn Berrios | Member/ A.P | |
| Greg Nolen | Member/ Teacher | |
| Rosalie Nolen | Member/ Teacher | |
| Seth Kroll | Member/ Teacher | |
| Melody Ramos | Member/ Parent | |
| Marisol Medina | Member/ Parent | |
| Madeline Ramiez | Member/ Parent | |
| Marth Crespo | Member/ Parent | |
| Cynthia Melendez | Member/ Parent | |
| Jennifer Chacon | Member/ Parent Coord | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, school leaders will utilize the new teacher evaluation system (Advance) for all of their observations, in order to improve school wide instructional practice aligned with the new Danielson Rubric in 100% of the teachers.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Teachers need to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation and for logical reasoning. Students will be asked to take a more active role in their own learning as well as being able to respectfully challenge the thinking of their peers. NYCDOE will use a variety of assessments to measure student learning, with the aim that schools and teachers use student data to drive instructional decision-making toward the goal of preparing all students for college and a career. This goal complies with the new New York State law which requires schools to implement a new teacher evaluation and development system.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. New York City's new system of teacher evaluation and development, was designed to provide the City's teachers with accurate feedback on their performance, and the support necessary to improve their practice with the goal of improved student outcomes to ensure all students graduate, college and career ready.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Assistant Principals, teachers, Teachboost and Advance
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Frequent classroom observations paired with timely, meaningful feedback and targeted support to help teachers continuously strengthen their instruction is a central feature of both the NYCDOE's Citywide Instructional Expectations and Advance. Supervisors will meet with teachers individually during the initial planning conferences to discuss expectations and optional goals for the year. The supervisors will also review the local and state measures with each staff member as well as the schools MOSL selections. Frequent conversations via face to face, e-mail and professional development opportunities. 4-6 observations composed and posted on Advance and Teachboost.
- D. Timeline for implementation and completion including start and end dates**
 1. Initiate September 2013 complete by June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Professional development opportunities will be provided by supervisors with pre-planned observation schedule identifying Instructional team collaborative observations and individual administrator observations. Administrators and Network achievement coaches, Talent coaches and teachers will also provide PD's during faculty conferences lunch and learns, Teacher team meetings, after school PD's and designated professional development days.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 This information will be shared during initial CEP meeting with SLT in December 2013.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, teacher teams will evaluate and revise all math topics of study in order to identify possible gaps and create rigorous, common core –aligned Math curriculum, as evidenced by the revised and completed curriculum maps based on the NYC math core curriculum initiative

Comprehensive Needs Assessment

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

Based on the new New York City instructional expectations and the Common Core Math Standards there is the need to assess and revise curriculum to ensure students learn the topics required by Common Core Mathematics Standards.

Instructional Strategies/Activities

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

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

1. State exam math scores proved the need to make changes to curriculum

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

1. Three-person team consisting of lead math teacher, math teacher, Assistant Principal.

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

1. Throughout the year, classes will be tested using pre/post chapter assessments, triennial, departmental exams and, eventually, state exams

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

1. September 2013 initial meetings. Implemented curriculum adjustments as completed. Ending June 2014

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

1. Teacher team meetings 2x per week, extra curricular/per-session planning conferences before and after school.

Strategies to Increase Parental Involvement

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

Parents will be kept updated on each of the three goals at our monthly SLT meetings.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, we will improve parent involvement by improving attendance and providing monthly appropriate information to families about the instructional programs and current relevant middle school topics in a culturally relevant manner. We will use the Lightswitch Learning Family Guides series in a "Lunch and Learn" format.

Comprehensive Needs Assessment

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

Taking time to reflect on how well we serve our students and their families is what inspired this goal. We looked at the engagement component of the survey, which is what drove this goal. Under 40% of families felt strongly about how much they were included in being active partners with the school in promoting students learning.

Instructional Strategies/Activities

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

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

| |
|---|
| 1. Organized meetings listed and posted in Parent coordinators monthly newsletter/school calendars. Updates sent via School Messenger and through Datacation. Topics include, CCSS, Homework and Test Taking, Bullying/Cyber, Nutrition, Social Media and Internet Safety and Stress/Anxiety/Depression |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. Principal, Assistant Principals, Parent Coordinator, PTA |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Monthly questionnaires for each topic. (sign in sheets for each workshop) |
| 2. Survey all parents on quality of sessions and how well each topic pertains to their students needs. |
| 3. Data collected and reviewed during School Leadership Team Meetings. Each book has a GOAL for completion. |
| 4. Topics reflected during monthly PTA meetings. |
| 5. Guest speakers scheduled to meet and discuss various topics. |
| D. Timeline for implementation and completion including start and end dates |
| 1. November 2013- June 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Lunch and Learn sessions set up for morning start times based on PTA assessments from parents. Funding from multiple sources for books and resources aligned with program. |

Strategies to Increase Parental Involvement

| |
|---|
| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| Organized meetings listed and posted in Parent coordinators monthly newsletter/school calendars. Updates sent via School Messenger and through Datacation. Monthly PTA meetings where information pertaining to upcoming topics are shared and discussed. Scheduling of events flexible for morning and evening sessions to allow for greater attendance. |

Budget and Resource Alignment

| | | | | | | | | | | | | | |
|---|-----------------|--|----------|-----------------|--|------------------|--|----------|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | | | |
| X | Tax Levy | | X | Title IA | | Title IIA | | X | Title III | | Set Aside | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

| |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| D. Timeline for implementation and completion including start and end dates |

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | I-Ready offers an adaptive diagnostic, and both teacher lead and individualized online instruction for a complete blended learning solution. It assists teachers in driving students success in Math and ELA | Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostics & instruction combines a valid and reliable growth measure and individualized instruction. | AIS built into students daily programs. up to 3x per week. |
| Mathematics | I-Ready offers an adaptive diagnostic, and both teacher lead and individualized online instruction for a complete blended learning solution. It assists teachers in driving students success in Math and ELA | Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostics & instruction combines a valid and reliable growth measure and individualized instruction. | AIS built into students daily programs. up to 3x per week. |
| Science | I-Ready offers an adaptive diagnostic, and both teacher lead and individualized online instruction for a complete blended learning solution. It assists teachers in driving students success in Math and ELA. These skills will be utilized in the Science classrooms as the department mimics the same expectations as ELA | Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostics & instruction combines a valid and reliable growth measure and individualized instruction. | AIS built into students daily programs. up to 3x per week. |
| Social Studies | I-Ready offers an adaptive diagnostic, and both teacher lead and individualized online instruction for a complete blended learning solution. It assists teachers in driving students success in Math and ELA. These skills will be utilized in the Social Studies classrooms as the department mimics the same expectations as ELA | Through scheduled AIS periods students will participate in assessments aligned with the CCSS. I-Ready diagnostics & instruction combines a valid and reliable growth measure and individualized instruction. | AIS built into students daily programs. up to 3x per week. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Small group sessions involving at risk students and students identified by teachers. | Sessions will be in small group setting, no more than 3-6 students | AIS built into students daily programs. Up to 3x per week. |

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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. |
| <p>*Prior to hiring a candidate, credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>*Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <p>*Principal reaches out to HR department when vacancies arrive.</p> <p>*Principal interviews multiple candidates whom are licensed in area of need.</p> <p>*Teachers given a mentor when hired. In addition new teachers provided with artifacts from each department that can be readily used in the classrooms.</p> <p>*New teachers are encouraged to participate in school extra curriculum programs (i.e. back to school nights, orientations, holiday concerts, after school clubs etc) This is encouraged in an effort to make connections to the students and the community.</p> <p>*PD's provided department wide and interclass visitations offered to improve teacher practice.</p> |

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). |
| <p>*New teachers are given the opportunities to work within their teacher teams to identify curriculum and planning challenges as well as reflect on student work and data.</p> <p>*Staff will be directed towards PD opportunities on ARIS learn that incorporate specific areas of focus based upon teachers requested need or targeted areas of improvement.</p> <p>*The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS</p> |

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| <p>As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, <PF Set Aside> NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.</p> |

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by Administrators and selected teachers in the areas of ELA, Social Studies, Math and Science.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all 4 major subjects.
- Textbook and instructional materials purchased for Math, ELA and Parents education.
- Afterschool programs in Math, ELA, the Arts, Phys. Ed. Science and ESL.(e.g., Math or Literacy or ESL, etc)
- Use of the instructional lead and ELA and Math coaches to (we have no budget for Lead teachers)

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

The MOSL team was selected following DOE protocol: both the principal and the UFT chapter chair selected members. The team met to discuss their roles. The team attended a full day DOE sponsored professional development and continued to meet through the summer into the fall. The network provided professional development on the use of assessments to improve instruction, even providing the raw data from the students' results.

The teacher teams use their weekly meetings to reflect upon teaching practices, examine i-Ready results (fall, winter, and spring), data from the pre and post assessments for each unit, formative data, and student writing.

TA Schools Only

Use of Program Resources

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

N/A

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).

Parent Involvement Policy (PIP) Template

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;
- Use of on-line grade book Pupil Path through the Datacaton website. This guarantees 100% teacher to student and teacher to family communication.
- 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

I.S. 77, 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 twice a year 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; Parents given access to their students records through ARIS PARENT Link. In addition each parent given instant and up to date access to students classroom performance through the Pupil Path program.
- 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;
- Parents given access to their students' records through ARIS PARENT Link. In addition each parent given instant and up to date access to students classroom performance through the Pupil Path program.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 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 promptly 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 24 | Borough Queens | School Number 077 |
| School Name type here | | |

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 Joseph A. Miller | Assistant Principal Marilyn Berrios |
| Coach type here | Coach type here |
| ESL Teacher Melinda Di Scala | Guidance Counselor Magda Orozco |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Jennifer Chacon |
| 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. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 2 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1099 | Total number of ELLs | 227 | ELLs as share of total student population (%) | 20.66% |
|--|-------------|----------------------|------------|---|---------------|

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 | | | | | | | | | | | | | | |
| Push-In | | | | | | | 4 | 4 | 4 | | | | | 12 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 227 | Newcomers (ELLs receiving service 0-3 years) | 116 | ELL Students with Disabilities | 63 |
| SIFE | 18 | ELLs receiving service 4-6 years | 67 | Long-Term (completed 6+ years) | 44 |

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 | 116 | 17 | 8 | 67 | 1 | 30 | 44 | | 25 | 227 |
| Total | 116 | 17 | 8 | 67 | 1 | 30 | 44 | 0 | 25 | 227 |

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| 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 | | | | | | | 56 | 48 | 57 | | | | | 161 |
| Chinese | | | | | | | 3 | 3 | 4 | | | | | 10 |
| Russian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Bengali | | | | | | | 1 | 1 | 0 | | | | | 2 |
| Urdu | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Arabic | | | | | | | 8 | 5 | 10 | | | | | 23 |
| Haitian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| French | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Korean | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Punjabi | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Polish | | | | | | | 1 | 4 | 2 | | | | | 7 |
| Albanian | | | | | | | 1 | 1 | 0 | | | | | 2 |
| Other | | | | | | | 10 | 5 | 7 | | | | | 22 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 67 | 80 | 0 | 0 | 0 | 0 | 227 |

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) | | | | | | 18 | 17 | 25 | | | | | | 60 |

| 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) | | | | | | 14 | 12 | 28 | | | | | | 54 |
| Advanced (A) | | | | | | 43 | 29 | 18 | | | | | | 90 |
| Total | 0 | 0 | 0 | 0 | 0 | 75 | 58 | 71 | 0 | 0 | 0 | 0 | 0 | 204 |

| 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 | 53 | 17 | 1 | 0 | 71 |
| 6 | 39 | 14 | 0 | 0 | 53 |
| 7 | 51 | 8 | 0 | 0 | 59 |
| 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 | 60 | | 34 | | 4 | | 0 | | 98 |
| 6 | 36 | | 25 | | 4 | | 0 | | 65 |
| 7 | 55 | | 16 | | 1 | | 0 | | 72 |
| 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.

Instruction is data-driven and differentiated during the work period through guided reading groups and workstations. The assessment tools used to assess early literacy skills are the Developmental Reading Assessment (DRA), Gates-McGinitie, Teacher's College Reading and Writing Project (TCRWP), Qualitative Reading Inventory (QRI), WADE (Wilson assessment) as well as school designed pre-post and interim assessments. The DRA, QRI and Gates-McGinitie give us independent reading levels and guiding reading instruction. The TCRWP indicates fluency levels. I-Ready diagnostic and instruction screens all of our students and helps place them in RTI tiers. It also provides an instructional action plan that is differentiated, and monitors progress on the NY State Performance Indicators and the Common Core Learning Standards. Words Their Way: Word Study in Action allows for two options; students can be placed according to the spelling developmental stages or by specific grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of the ELL students tested advanced in terms of the four modalities. 26% of students scored at the beginning level, with 24% scoring at the intermediate level, with 40% scoring at the advanced level. With the majority of students falling into the advanced level, we offer support in all four modalities. These scores allow us to see that students tend to struggle with the reading/writing portion of these exams. In terms of implications for classroom instruction, it is imperative that there be more opportunities for building academic language, explicit reading instruction, grammar in the workshop model, and writing skills through word study activities and daily tasks involving the application of vocabulary into higher order thinking responses. Balanced literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting.
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](#))

Certified ESL teachers as well as school administrators use the NYSESLAT results found on the RNMR and the RLAT to evaluate the success of our ESL program. We all evaluate the growth of each student by subtest over a three year period. We utilize this data to create data driven instruction in English by modality. Results are analyzed, and differentiated tasks are created for use in all classes, depending on area of need, to aim towards continued growth and success on all subtests of the NYSESLAT. We use the data from the AMAO to see growth or lack thereof by proficiency and by subgroup. Using this data allows us to place students in an environment conducive to their learning needs.

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?

Some students opt to take content area tests in their native languages (Spanish and Chinese available only) in math and science. Some receive high scores while others do not. Those students who are eligible to take the ELA exam scored at Levels 1 and 2. We do have a few students who take content area tests in their native languages, but a comparison of this data is difficult since they are only permitted to submit one exam. The majority of our ELLs take their exams in English. Since the trend for parent choice is free-standing ESL, the content instruction is in English, with native language support. We did not use the ELL Periodic Assessments.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction in the four modalities is affected by the proficiency levels in the class. Utilizing the ESL certified teacher to intensively work with the less proficient student in small groups fosters acquisition. We offer native language support to ESL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart). These strategies give students an atmosphere they are comfortable working in so that they can be productive in English.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

- 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](#).) Upon registration of first time registrants, parents are administered the Home Language Identification Survey (HLIS). These forms are available in various languages. The certified E.S.L. teachers determine eligibility for testing and services by looking at certain criteria on these forms. If the student's home language is other than English, an informal interview is conducted in the native language by a licensed pedagogue, in Spanish or Chinese, if the parents speak Spanish or Chinese. Otherwise, the interview is conducted in English by a licensed pedagogue (teacher or guidance counselor). When the E.S.L. teacher determines that the student is limited-English proficient (LEP), the student is given the LAB-R (and the Spanish LAB if Spanish-speaking, only if the student does not pass the LAB-R). The test, or tests, are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the LAB-R score.
- 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.
Our free-standing ESL classes have students from many different language groups. These include Spanish, Chinese, Urdu, Arabic, Polish, Nepali and others. All students' parents are given Parent Survey and Selection forms at the appropriate time. Beginning in the month of September, parents are invited to attend a series of parent workshops to discuss the various program options stated on the Parent Survey and Selection forms. At the workshops, the assistant principal who supervises ESL, along with certified ESL teachers and the parent coordinator, explains and discusses the available programs at I.S. 77. We inform parents that their child will be taught the content area subject in English by certified teachers, should they choose our free-standing ESL program. Parents then watch a video and read brochures in their native languages (when available) describing all available programs. Translators are provided when available to answer questions. Additionally, Parent Surveys and Program Selection forms, in English and in most native languages, are given to parents to read and to make selections. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms. Certified ESL teachers and the Assistant Principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission. Should a TBE or Dual Language program become available, parents will be notified via letter and telephone calls informing them of such program availability.

Students whose parents do not attend these workshops are encouraged to schedule an appointment with the ESL Supervisor and/or coordinator to complete the Parent Survey and Selection forms. During this meeting, parents will see the video of available programs. In addition, the ESL Supervisor and Coordinator will be available to answer any questions regarding program selection. Completed copies are on file.

- 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

Certified ESL teachers are responsible for the distribution and maintenance of all letters. The ESL teachers review updated class lists and NYSESLAT results. The ESL teachers then distribute continued entitlement letters to students who received B, I, or A on their most recent NYSESLAT. Students who receive a designation of P on their NYSESLAT receive a transition letter informing the parents that their children are proficient. New registrants receive entitlement letters explaining to their parents why they will be placed in an ESL class. Placement letters are then distributed to inform the parents of their children's placement. ALL of the aforementioned letters are distributed in the native language, when available, with an English translation on the other side. ALL letters are kept on file in the ESL office, alphabetically, by class. Duplicates are made before distribution. Students sign for the letters before they are permitted to take them home.

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.

When the E.S.L. teacher determines that the student is limited-English proficient (LEP), based on the Home Language Identification Survey, the student is given the LAB-R (and the Spanish LAB if Spanish-speaking, only if the student does not pass the LAB-R). If the student is an ELL who transferred to this school, his/her NYSESLAT results are taken from ATS. The test, or tests, are administered by certified ESL teachers within ten school days of the student's registration. The student is placed accordingly, depending on the LAB-R score. The trend by parents here is to opt for an all English program for their children. Therefore, all our students are placed into an ESL class on the appropriate grade level. Translators are available to parents through our parent coordinator. All letters sent home are provided in the native language preferred by the parents. Parents are encouraged to attend the Parent Orientation meetings and to contact the school with any questions they may have.

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.

Annually, each English Language Learner (ELL) is given the New York State English as a Second Language Achievement Test (NYSESLAT) to test progress in English. Students continue to receive ESL services until they reach proficiency (P) on the NYSESLAT. The ESL coordinator (who is a certified teacher), prints the most current NYSESLAT Eligibility Roster from ATS to identify all students who will take the NYSESLAT. The administration of the Speaking subtest of the NYSESLAT occurs prior to the written subtests of the examination. For the Speaking subtest, students are tested individually, one class at a time, by certified ESL teachers. The Reading, Writing, and Listening subtests are administered by certified ESL teachers and certified content area teachers over a period of two to three days, depending on scheduling. Each class gets an individualized testing schedule during the specified testing window. Accommodations are provided for ELL-SWDs whose IEPs indicate such accommodations.

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. 

The trend by parents is to choose the free-standing ESL program for their children. Ninety-five percent of parents surveyed opted for their children to be in an E.S.L. program. Not enough parents on two consecutive grade levels opted for any other program. We recently have begun servicing an additional large number of ELL-SWDs. We understand that the default program for ELLs is bilingual. We are currently in the process of and will continue reaching out to the parents of these students by holding parent orientation workshops and by setting up interviews with the parents to guide them when completing their program selection forms. Certified ESL teachers and the assistant principal who supervises ESL, along with the parent coordinator, continually hold orientations/meetings for parents within 10 days of the new registrant's admission.:

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])?

We have six classes, two per grade, which are serviced by certified content area teachers as well as four certified ESL teachers. We also have a population of ELLs in the general and special education classes serviced by certified ESL teachers. The certified ESL teachers use a Push-In Co-Teaching model in ELA and other literacy based classes. In addition, the content area teachers use ESL strategies. All students are provided with differentiated, data-driven instruction to meet and exceed criteria for city and state learning and performance standards. Some classes are in blocks and are heterogeneously grouped. Others are homogeneously grouped.
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)?

ESL certified teachers' programs reflect the mandated number of minutes of instructional time for the beginner (360 minutes per week), intermediate (360 minutes per week) and advanced (180 minutes per week) learners. According to the data, 26% of our ELLs are beginners, 24% of our ELLs are intermediates and 40% of our ELLs are advanced. These numbers are based on the most recent NYSESLAT results. We have had many new admissions, so it appears as though our numbers do not always match.
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.

The content area subjects are delivered using block scheduling. The content area teachers are trained in ESL methods. Some content books are available in the native languages of some students to provide native language support. In addition, the new math text book offers online native language support through interactive glossaries. Content teachers also make use of bilingual dictionaries and translation glossaries. High interest, lower level reading materials are used for those students who need them to make the content comprehensible to them while relating those texts to academic content and concept vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Assessments in multiple forms are administered throughout the school year. Reading and writing assignments are assessed in ELA as well as content areas continuously throughout the year using rubrics that target specific areas. The students' abilities in speaking and listening can be evaluated through class discussions and during conferencing sessions.
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).

There are approximately 18 SIFE (Students with Interrupted Formal Education) students in our free-standing ESL program (approximately 3 students in 6th grade, 2 in 7th grade, and 13 in 8th grade). For some potential SIFE students who speak Spanish, the ALLD is used to determine SIFE status. For students whose native languages are other than Spanish, the DRA (Diagnostic Reading Assessment) and the QRI (Qualitative Reading Inventory) are administered to determine reading levels. Based on these and other assessments (teacher-created evaluations), students are placed in small groups for targeted, data driven instruction. High interest, lower level materials are used in the content area classes to assure exposure to and comprehension of grade appropriate curricula. A certified ESL teacher works with these students during their ELA periods. Vocabulary and content are tiered, and lessons and tasks are differentiated, based on each student's ability. This differentiation provides the appropriate scaffolds to allow students to progress to the next level. Technology is infused into many lessons and tasks to stimulate the growth of academic language in all modalities.

Newcomer students (0-3 years in US schools) are required to follow the theme of all ELA curricula. Newcomers who are required to take the ELA because of NCLB work in guided groups targeting needed skills based on the analyses of student work, classroom observation and/or the item skills analysis report (from ARIS). ESL and ELA teachers coordinate their planning. They build lessons by differentiating and tiering content and concept academic vocabulary, reading materials based on reading proficiency levels, as well as teacher-created materials. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

ELLs in US schools for 4 to 6 years are responsible for following the theme of all ELA curricula. The ESL teacher along with the ELA teacher differentiate and tier lessons and tasks. As with the newcomers, the data used to provide appropriate differentiation comes from student work, classroom observations and the item skills analysis report from ARIS in addition to the analyses of student work. The ESL and ELA teachers align their tasks and lessons to the Common Core Learning Standards. Tasks are tiered so all students in this category can reach their goals of improving reading and writing. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Long Term ELLs (student who have completed a minimum of 6 years) are also responsible for following the same ELA curricula theme as the other ELLs in the classes. Lessons planned together by the ELA and ESL teachers provide scaffolding in vocabulary and reading comprehension. Small and guided groups are created based on data from the Gates-McGinitie, Item Skills Analysis, and iReady. Differentiated materials and teacher-created materials are also used. The constant use of technology as a teaching tool and a resource for students to use also stimulates the growth of academic language in all modalities.

Former ELLs, within 2 years of testing proficient, are given a minimum of one year transition, from a full class of ELLs, to a class with native English speakers and other former ELLs. They are given ELL accommodations for all state and local assessments. Those accommodations include time and a half and the use of translation glossaries. They are also entitled to hear a listening selection three times if the remainder of the school population hears it two times.

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?

We use grade-level-standards based curriculum that addresses students social, emotional and cognitive development. The 6th grade theme is cultural identity. The 7th grade these is exploring identity through environment and sense of self. The 8th grade theme is exploring identity through independence (decision making). All teachers use The Academic Vocabulary Tool Kit, by Dr. Kate Kinsella. The curriculum was written by Literacy teachers, ESL teachers and Special Education teachers) using research by Dave F. Brown and Trudy Knowles, "What Every Middle School Teacher Should Know".

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?

For special education students, there is data-driven, targeted, small group instruction. There are certified ESL teachers who push in to these groups. Tiered assignments, tasks and content are utilized daily to accommodate ELL-SWD students. Since we have no bilingual program, students whose IEPs mandate bilingual services are provided a bilingual paraprofessional. The school ensures ELL-SWDs receive all services. The Assistant Principal who supervises Special Education, along with the IEP Teacher,

periodically review and screen ALL IEPs to ensure that all mandated services stated on the students' IEPs are being provided.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

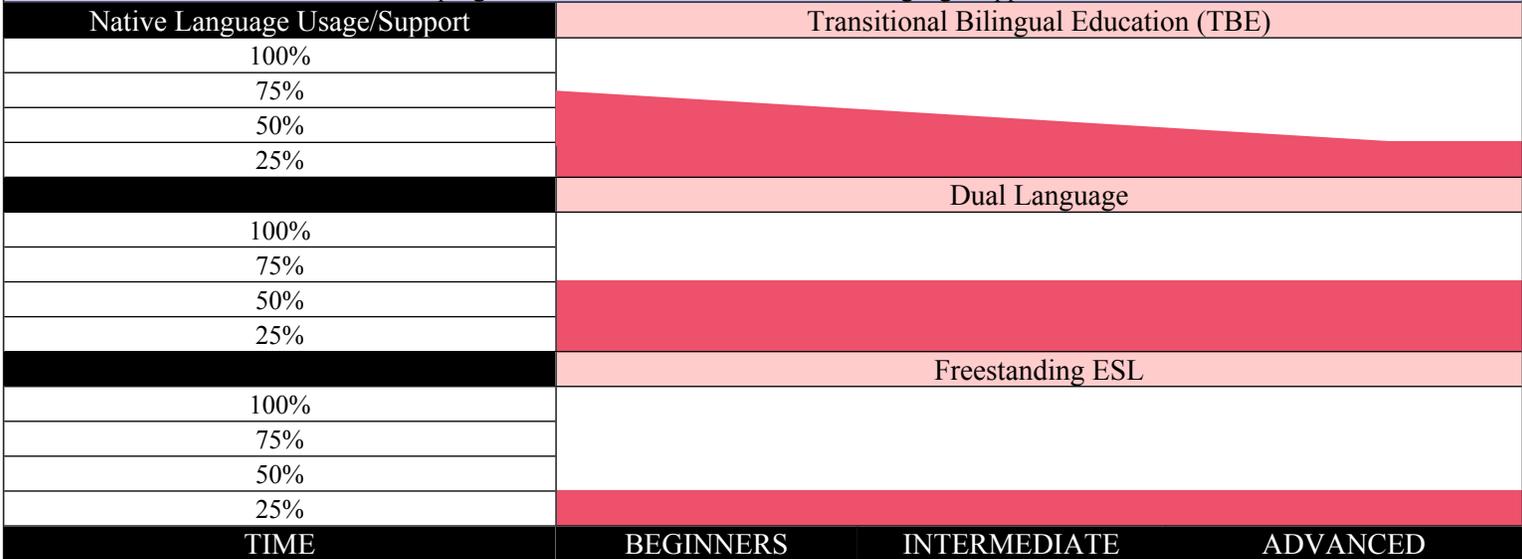
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- i-Ready is used as an intervention programs. It had phonics and vocabulary components. There is a diagnostic so teachers know how their students are doing. Based on that diagnostic, i-Ready provides customized lessons for each student in their targeted areas of need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Beginners need to strengthen all areas of language acquisition. They will be instructed using ESL strategies and methodologies such as: scaffolding, differentiated instruction, meta-cognitive strategies, linking and bridging information, teachers modeling good habits of reading, writing, speaking and listening, using proficiency level-based text for the beginner to move forward. The same strategies will be used with the intermediate and advanced students in order to challenge them in furthering their language acquisition and in their academic subjects to become more proficient and test out of the ESL program. The Workshop Model is used to foster learning and encourage English language acquisition in a supportive environment. Within this framework the more proficient student is working with the less proficient student to increase communication and academic success. These strategies are used in ELA classes as well as all content area classes.
11. What new programs or improvements will be considered for the upcoming school year?
- We may look at Expeditionary Learning and Code X, provided they match the needs of ELLs and SWD.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are mainstreamed with the General Education population for Physical Education, Talent (chorus, drama, graphic arts or band), and lunch. After school, there is a multitude of clubs that ELLs, along with the General Education population, that are available. There are BEACON and CHAMPS after school. There is a TITLE III Program that targets ELLs with a designation of Advanced. This program concentrates on the content areas with a focus on reading and writing.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technological materials that are used are laptop computers, document cameras, projectors, Smartboards, Promethean Boards, and iPads (in ELL-SWD classrooms). Some of the materials used are iReady, "Differentiated Strategies for Social Studies", "Differentiated Strategies for Science", and "Differentiated Strategies for English Language Arts". Other materials used for content area classes are Glencoe published Math and Science books. Other Social Studies materials include US History (Holt McDougal), Spanish/English Interactive Reader and Study Guide (Holt McDougal), History of US (Joy Hakim), and Atlas of US History (Nystrom).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We offer native language support to ESL students in a variety of ways. There are native language textbooks available for reference within the content area classrooms. The students also have access to bilingual dictionaries and translation glossaries. We also utilize a buddy system so that less proficient students can rely on more proficient students for some assistance. There are teachers and paraprofessionals who speak various languages throughout the building. Teachers are encouraged to have a print-rich environment with some native language words posted throughout the classes (for example: a cognates chart)
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We use high interest, age appropriate themes that address social and emotional needs of adolescent, middle school students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New students are not enrolled until school opens in September (or maybe a few days before). ESL teachers are not in school until the first day of school, so there are no activities in school to assist newly enrolled ELLs BEFORE the beginning of the school year.
18. What language electives are offered to ELLs?
- There are no language electives offered to ELLs.:
19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques. Our entire school staff, which includes administration, ESL teachers, ELA teachers, Content Area teachers, Special Education teachers, paraprofessionals, guidance counselors, the parent coordinator, secretaries, and all related service providers that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours.

Professional Development focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching the ELLs. It will focus on how to prepare ELLs to meet and exceed the Common Core State Standards and to achieve higher scores on all city and state assessments. Topics that will be addressed during these professional development sessions are as follows:

- Differentiated Instruction for ELLs
- Examining How Students Use Language
- Improving language acquisition in the content area
- Analyzing Language for Academic Reading/Academic Writing
- BICS and CALPS Word Play (Dr. Lilly Wong-Fillmore)
- Effective Questioning in the Classroom
- Comprehension Strategies for Non-fiction
- i-Ready Diagnostic & Instruction
- Using technology to strengthen content learning:

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?

At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. We offer the following:

- Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.
- “Back to School Night” in September (an overview of our goals, objectives, school uniform policy, and student expectations)
- Book Campaign Kick-Off
- Parent-ARIS Workshops
- Reading/Writing Celebrations
- Understanding the High School Process/Application
- Cyber-bulling
- Fifth Grade Orientation Sessions for Incoming Students/parents
- i-Ready Diagnostic & Instruction (How to use i-Ready at home)
- ESL classes for parents

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child’s academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

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.

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) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | 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: 24Q077 School Name: I.S. 77

Cluster: 2 Network: 208

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.

I. S. 77 examined the "Home Language Survey" and the school tabulation of languages spoken at home to determine the language (s) spoken at home by the parents and students.

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.

Our findings showed that a majority of students spoke Spanish at home. Polish, Arabic, Chinese, Bengali, and Urdu each constituted 1% of the languages spoken at home. The School translates official school communication and other documents to parents. Staff was given the results of their classes' home language surveys. On the Blue Emergency cards the home language spoken was listed on top.

Part B: Strategies and Activities

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

All correspondence that is sent home is translated into English and Spanish. We include the DOE heading that informs the parents, in multiple languages, how they can contact the DOE for translation. Materials are mailed in a timely fashion. The Parent Coordinator translates documents and letters into Spanish. The school messenger system is often used to inform parents of important events at I.S. 77; all of the messages are translated in Spanish. We also provide translators for Back-to-School Night and Parent-Teacher Conferences. In addition, we purchased a wireless headset system that is also used as a translation device.

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

All correspondence that is sent home is translated into English and Spanish. Materials are mailed in a timely fashion. Staff members translate the correspondence in Spanish. The school messenger system is also used to communicate to parents. All of the out-going messages are translated into Spanish. We also use a wireless headset system as a translation device, and provide translators at parent meetings.

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

Our goal is to communicate with non-English speaking parents, support shared parent-school accountability, and provide parent access to information about their child's educational options. A team of individuals are responsible for translating all documents in a timely manner. Parents will receive a letter explaining their rights.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|------------|
| Name of School: I. S. 77 | DBN: 24Q77 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

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

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: The majority of the ELL students (48%) tested advanced in terms of the four modalities. According to the NYSESLAT data, the students tend to struggle with the reading and writing portion of these exams. The direct instruction supplemental program will target the advanced students in grades 6 through 8. We have 83 advanced students in grades six through eight. The After-School program will provide extra help and enrichment opportunities in reading and writing. We have fully certified ESL teachers that provide services to all of our ESL students. Teachers who have an English license will also provide additional support to the ESL students. The program will run two days a week, for 60 minutes each session from January till April. The program, The Word-Up Project, will focus on building academic language as well as reading comprehension, and critical thinking skills.

The March "Holiday School" will also focus on building academic language. Flocabulary consultants will provide language instruction to the English Language Learners using a multimedia approach during the spring break in March. The research based lessons are engaging and designed to provide multiple, varied exposures to each word. The vocabulary words are drawn from an analysis of state tests and core reading lists.

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: Throughout the school year, teachers of ELLs participate in professional development workshops, teacher teams, and study groups in order to learn specific strategies and techniques to help the students achieve their greatest potential. In addition to what is provided in I.S. 77, on-going professional development within the network or across the city provides staff with the skills to build academic language across the content areas. The ESL Providers as well as the content teachers receive this professional development. The professional development sessions will also focus on how to prepare ELLs to meet the academic rigor of the Common Core State Standards. Topics that will be addressed during these professional development sessions are as follows:

- Sept. Revising Curriculum Maps/lesson design alligned to the City-Wide Expectations
- Oct. Writing Pre/Post Assessments Aligned to the CCLS
- Nov. Effective Questioning/Discussion Techniques
Teaching to the Objective
Using Differentiated Instruction in the Secondary Classroom
- Dec. Examining the Elements of Argumentative Writing

Part C: Professional Development

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| | Examining Strategies for Close Reading |
| Jan. | Analyzing Language for Academic Reading/Academic Writing |
| Feb. | Examining /Integrating Vocabulary in the Genre of Argument |
| March | Vocabulary Development Using Tier II and Tier III Words |
| April | Providing Scaffolds for ELLs in the Areas of Informational/Explanatory Reading/Writing |
| May | Analyzing Student Work and Classroom Interventions |
| June | Revising Curriculum Maps using Formative Assessments |

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: At I.S. 77 we provide parents with orientation sessions throughout the school year. Parent workshops and school events are scheduled during the morning as well as evening. Translators are invited to accommodate the needs of our parents. Parents of newly enrolled ELLs are invited to attend workshops and examine the educational options for their children.

We offer the following workshops:

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|-----------------|---|
| Sept. | "Back to School Night" (an overview of our goals, objectives, school uniform policy, and student expectations) |
| Oct. | Book Campaign Kick-Off Understanding the High School Process Application |
| Nov- March | Monthly ARIS Workshops (examining student data) |
| Nov- January | Engrade--Setting up e-mail accounts for parents Creating Engrade log in passwords Access students' data (classwork/homework/exams) using Engrade Examining the Parent Communication Log |
| May | Fifth Grade Orientation Session for Incoming Students/Parents |

The parent-teacher conferences offer parents the opportunity to discuss and evaluate their child's academic progress. The parent coordinator creates monthly newsletters that are distributed to all of the students and are sent home. In addition, we review and evaluate the needs of the parents by analyzing the results of the Learning Survey.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

| 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 | | |