



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROBERT F. KENNEDY MAGNET SCHOOL OF COMMUNITY STUDIES
INTERMEDIATE SCHOOL 250

DBN (i.e. 01M001): 25Q250

Principal: TARA A. MRWIK, I.A.

Principal Email: TMRWIK@SCHOOLS.NYC.GOV

Superintendent: MRS. DANIELLE DIMANGO

Network Leader: MR. MICHAEL DANTONA

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
Tara Mrwik	*Principal or Designee	
Kenneth Dyer	*UFT Chapter Leader or Designee	
Lisa Looby & Ricky Caceres	*PA/PTA President or Designated Co-President	
Nora Wong	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Berezovsky	Member/ Chairperson/staff	
David Vasquez	Member/ secretary-staff	
	Member/ Assistant Principal	
Rish Bachu	Member/ parent member	
Mary Gaskin	Member/ parent member	
Alexandra Gosc	Member/ parent 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)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, administrators will conduct a minimum of 4 observations (based on option 1) for 100% of teachers using Danielson's Framework and provide effective feedback for teacher growth as evidenced by 90% of teachers showing improvement across the observations reports.

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.

As per 2013-14 Citywide Instructional Exceptions, a system for Teacher Evaluation and development based on Danielson's Framework for Teaching will be continued to be implemented to promote high quality instruction

Instructional Strategies/Activities

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

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

1. Observation cycles using the Danielson Framework for Teaching
2. Teacher self- assessment using the Danielson Rubric at post assessment conferences
3. Professional development to address teacher individual goals and school wide needs based on Danielson Framework for teaching

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

1. School administrators, Advance Coach
2. Teachers, Administrators
3. School Administration, Teachers, Advance Coach, Network support specialist

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

1. Based on the Danielson Rubric for teaching, teachers will be evaluated in 22 components and rated based on evidence collected during the visit. Using the Advance system, we can create spreadsheets to identify trends and patterns with our staff based on their ratings. We will develop further Professional Development in these identified areas
2. Post observations will highlight successes and identify areas in need of further development. Teacher will self-assess and assist in developing their next steps.
3. Administrators will evaluate current practice and provide professional resources and professional development to staff as a means of improving pedagogy based on the Danielson Rubric

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

1. September 2013 - June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014

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

1. Walkthroughs with Advance Coach to calibrate observation process with Danielson Rubric.
2. Staff will be given the Danielson Rubric and a copy of the City Wide Instructional Expectations as a way to make themselves familiar with instructional expectations.
3. Analyze school-wide data as a means of making recommendations to staff about best practices.

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).

Parental Workshops (Advance Evaluation System)

School Leadership Meetings

Administrative Staff will attend regularly scheduled meeting to share information and respond to parent requests and inquiries

Translation of documents distributed to parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA	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, English language learners and Students with disabilities, will increase by 5%, demonstrating progress in English Language Arts through effective differentiation, based on growth in Achieve 3000, on demand writing, and Departmental DYO assessments data.

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.

After an analysis of NYS assessment data it was evident that there was a need to improve outcomes for our lowest third including SWD and ELL students

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.

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Provide targeted professional development on effective differentiation in each of the core subject areas
 2. Continued professional development on the effective use of Achieve 3000
 3. Analyze student assessment data.
 4. Determine student deficiencies and align instruction appropriately.
 5. Develop an after school instructional program to provide additional academic support to our identified target population.
 6. Increased student Achieve 3000 usage during AIS, Extended Day and After-School Programs
 7. Provide opportunities for staff to engage in curriculum development
 8. Data will be analyzed by the ELA department to cite specific areas of need. Discussions will be facilitated around these areas of need during grade level inquiry team meetings.

- **Key personnel and other resources used to implement each strategy/activity**
 1. Assistant Principal for ELA/ESL, ELA/ESL teachers, CFN 609 Network personnel, Maryann Cucchiara, professional developer
 2. Assistant Principal for ELA/ESL, ELA/ESL teachers, TeenBiz3000 professional development personnel
 3. Assistant Principal for ELA/ESL, ELA/ESL teachers, instructional cabinet members
 4. ELA/ESL teachers
 5. Assistant Principal for ELA/ESL, ELA/ESL teachers, AIS teachers
 6. Assistant Principals, ESL teachers and other qualified teaching personnel
 7. Assistant Principal for ELA/ESL, ELA/ESL teachers
 8. Assistant Principal, ELA/ESL teachers

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

1. Teacher professional development agendas and reflection forms, outcomes of inquiry meeting, minutes, agendas, frequent formative assessments and student work
2. Level Set Initial, Interim and Post Assessments, as well as Administrative Reports on TeenBiz3000
3. Inquiry Data Analysis Forms– Pre and Post Instruction
4. Inquiry Data Analysis Forms and outcomes of scanned assessments
5. Pre and Post Assessment Data / Formal AIS documentation

6. Data analysis
7. Pre and Post Assessments from the Afterschool Program, in addition to student growth in ELA assessments
8. Pre, Post and frequent formative assessments

• Timeline for implementation and completion including start and end dates

1. *September 2013 – June 2014*
2. *September 2013 – June 2014*
3. *September 2013 – June 2014*
4. *September 2013 – June 2014*
5. January 2014 - May 2014
6. *September 2013 – June 2014*
7. *September 2013 – June 2014*
8. *September 2013 – June 2014*

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

1. Departmental meetings, Common Planning weekly scheduled meetings, Network offered professional development
2. The school has purchased Achieve 3000 which is a program designed to improve student Reading levels. SWD and ELL students will participate in an after school program designed to improve student reading and writing
3. Departmental meetings, Common Planning weekly scheduled meetings
4. Departmental meetings, Common Planning weekly scheduled meetings
5. Tuesday/Thursday Academic Intervention Programs
6. Departmental meetings, Common Planning weekly scheduled meetings
7. Departmental meetings, Common Planning weekly scheduled meetings
8. Departmental meetings, Common Planning weekly scheduled meetings

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).

- Regularly scheduled meetings with parents of English Language Learners to address specific language acquisition needs.
- Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities to address specific needs and educational goals.
- Parental Workshops (ARIS, Achieve 3000)
- School Leadership Meetings
- Administrative Staff will attend regularly scheduled meeting to share information and respond to parent requests and inquiries
- Translation of documents distributed to parents.
- Parents were given home access to Achieve 3000 as a means of supporting student outcomes.
- Content Family Nights.

Budget and Resource Alignment

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

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

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, teachers will execute new curriculums in all core subjects, English Language Arts, Math, Science and Social Studies, aligned to the Common Core Learning Standards as evidenced by samples of student work that show growth based on the standardized rubrics.

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.

After an analysis of NYS assessment data, new NYS testing protocols, student writing samples, and increased rigor as stated by the Chancellors Instructional Expectations it was evident that we needed to revisit curriculum to ensure the rigor

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.

• Strategies/activities that encompass the needs of identified subgroups

1. *Develop curriculum committees to modify and revise curriculum and assessments to meet the standards for argumentative/persuasive writing*
2. *Revision of Pre/Post assessments to reflect citywide instructional expectations*
3. *Identify key standards for improvement based on student outcomes*
4. *Evaluate the performance of all students including an analysis of our SWD and ELL populations.*
5. *Inclusion of the writing process in Science and Social Studies*

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

1. All Content Area teachers, Assistant Principal, and Principal
2. All Content Area teachers, Assistant Principal, and Principal
3. All Content Area teachers, Assistant Principal, and Principal
4. All Content Area teachers, Assistant Principal, and Principal
5. All Social Studies teachers, Assistant Principal, and Principal

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

1. Data analysis review
2. Data from pre, interim and posts assessment
3. Review of curriculum maps and Chancellors Instructional Expectations
4. Data analysis review
5. Interim Curriculum checkpoints and review of curriculums

• Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014

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

1. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings
2. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings
3. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings
4. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings
5. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings

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).

- Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities to address specific needs and educational goals.
- Parental Workshops
- School Leadership Meetings
- Administrative Staff will attend regularly scheduled meeting to share information and respond to parent requests and inquiries
- Parent Surveys
- Translation of documents distributed to parents.
- Parents were given home access to Achieve 3000 as a means of supporting student outcomes.
- Content Family Nights.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, SWD students and ELL's will demonstrate progress by 5% through effective differentiation in Mathematics based on data from departmental DY0 assessments

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.

After an analysis of NYS assessment data it was evident that there was a need to improve outcomes for our lowest third including SWD and ELL students

Instructional Strategies/Activities

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

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

1. Provide targeted professional development on effective differentiation.
2. Analyze student assessment data and determine student deficiencies and align instruction appropriately.
3. Provide AIS services for identified target population focusing on basic skills and problem solving.
4. Provide opportunities for staff to engage in curriculum development
5. Math Intervention Academy to address students who received a Level 1 or 2 on the NYS MATH exam.

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

1. Assistant Principal of Mathematics, Network liaison, CMP3 training
2. Mathematics teachers and Assistant Principal
3. AIS mathematics teacher
4. Mathematics Teachers, Assistant Principal, Network support staff
5. 3 mathematics teachers, Assistant Principal

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

1. Exit slip and feedback forms
2. Patterns and trends Inquiry form
3. Pre/Post assessments
4. Common Planning agenda and minutes
5. Pre, Interim, and Posts assessments.

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

1. September 2013 – June 2013
2. September 2013 – June 2013
3. September 2013 – June 2013
4. September 2013 – June 2013
5. January 2014 - May 2014

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

1. Weekly Common Planning meetings, staff conferences, Wed. data analysis meetings, and PD opportunities outside of the building (CMP3, Network offerings)
2. Weekly Common Planning meetings, staff conferences, Wed. data analysis meetings, and PD opportunities outside of the building
3. Identified bottom third 6, 7, and 8th grade students will receive an additional period of mathematics in a small group setting 1x/week.
4. Weekly Common Planning meetings, staff conferences, Wednesday data analysis meetings, and PD opportunities outside of the building.
5. Tuesday/Thursday Intervention Academy to address the needs of our lowest third students will meet for 2 hrs. /week from January to May.

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).

- Regularly scheduled meetings with parents of English Language Learners to address specific language acquisition needs.
- Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities to address specific needs and educational goals.
- Parental Workshops (CMP3)
- School Leadership Meetings
- Administrative Staff will attend regularly scheduled meeting to share information and respond to parent requests and inquiries
- Parent Surveys
- Translation of documents distributed to parents.
- Content Family Nights.
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Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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	<p>ELA AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ELA classes- Tier I Intervention • Tier III Academy For Targeted Students – Saturday ELL Academy focusing on Reading, Writing, Speaking, and Listening for the NYSESLAT. Additionally, a weekday Intervention Academy focusing on one hour of reading and writing strategies based on informational texts and CCLS framed tasks. 	<p>Both Small group and/or one-to-one.</p>	<p>During school, after-school hours, and Saturdays. Intervention Academy- after school on Tuesday and Thursdays for a total of two hours per week.</p>
Mathematics	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiated instruction and Scaffolded Tasks based on data in all Math classes-Tier I intervention • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention AIS. • Tier III – Afterschool Intervention Academy focusing on CCLS multi-step real world application problems. 	<p>Both Small group and/or one-to-one.</p>	<p>Both during and after-school hours. Intervention Academy- after school on Tuesdays and Thursdays for a total of two hours per week.</p>

Science	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Science Content • Differentiated instruction in all Science classes- Tier I Intervention • Students who are not benefiting from Tier I will be referred for Tier III interventions- After-school program and during the school day AIS services 	Both Small group and/or one-to-one.	Both during and after-school hours.
Social Studies	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Social Studies Content • Differentiated instruction in all Social Studies classes- Tier I Intervention • Scaffolded Tasks – Tier 1 • Students who are not benefiting from Tier I will be referred for Tier III interventions- After-school program and during the school day AIS services 	Both Small group and/or one-to-one.	Both Small group and/or one-to-one.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • School counselors with provide guidance and counseling services during the school day. One period a week or more if needed, to all students at risk. The service is offered in English and Spanish. Students are assisted in learning how to deal with personal and academic issues including school, friends, family, organizational skills, time management and preparation for high school. • The school psychologist will offer clinical 	One-to-one basis.	School counselors, Psychologist, Social Worker, will provide guidance and counseling services during the school day. One period a week or more if needed, to all students at risk.

	<p>services. They will observe at-risk students that are in possible need of an evaluation. In addition, the psychologist will observe and test all triennial students</p> <ul style="list-style-type: none">• Social worker will provide counseling services to at risk students during the school day for one or more periods a week as needed. Students will be assisted in dealing with family crisis, and various personal issues. In addition, the social worker will work with the families of students that are in need of their mandated three year reevaluation for Special Education services. <p>Health related services are offered to all students as needed. Students are assisted in learning how to deal with health related issues. In addition, the school nurse works with students to educated them on the medicine that they are administered, good eating habits and hygiene</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> - We will attend all Department of Education job fairs - We will be in constant contact with all personnel liaisons-Professional contacts will be asked to refer qualified candidates. - Mentors will be assigned to support new teachers and teachers who need assistance. - Ongoing professional development for all staff will be provided. - Differentiated professional development will be provided for all staff. - Individualized Professional Development Plans for all teachers.
Departmental Common Planning time each week for curriculum writing and data analysis

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> - Ongoing Professional Development for teachers will be based on teacher created goals framed around the Charlotte Danielson Framework (IPDP). - Provide regular cycles of feedback to improve pedagogy, Individual teacher, and school-wide Professional Development Plans - Departmental Common Planning time each week to revise curriculum, analyze students work, and plan together - In-house and Network Based Professional Development on implementing strategies for SWDs and ELLs - In-house Professional Development on creating Rigorous Tasks - Professional Development for Math Teachers on implementing CMP3 and Math XL Curriculums - Teaching American History Grant for Social Studies

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.).
ELA and Math intervention programs are offered for targeted students to assist them in achieving a proficient level on the NYSELA and NYS MATH exams In addition, a Saturday Academy has been created and offered to targeted students to prepare them to reach proficient levels on the NYSESLAT exam and prepare them for the NYSELA and NYS MATH exams

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers conduct evaluations of the status of curriculum three times over the course of the year. Additionally, teachers review

the impact of pre and post assessments in inquiry, departmental and faculty meetings to surface the instructional multiple entry points necessary for all students to achieve the objectives of rigorous tasks. Based on the examination of student work and teacher feedback, decisions to shift the instructional core are made. To ensure that teachers effectively use assessment results to improve instruction, consistent professional development around Danielson Framework Domain 3 (with an emphasis on 3d: Assessment in Instruction) is done with inquiry teams across grades and subject areas

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

I. General Expectations

Robert F. Kennedy Intermediate School 250 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **Robert F. Kennedy Intermediate School 250** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Involvement of parents in the School leadership Team
 - PA Meetings
 - School bulletins and calendars for school parental involvement plan, translated into Spanish and Chinese when possible.
 - Use of school Messenger system to make parents aware of meetings and activities for school parental involvement plan
 - Parents and Teachers will have access to IS 250 web site where they can access the latest school information, School Leadership team meetings and other school events. Additionally, parents have access to translation on the web site.
2. **Robert F. Kennedy Intermediate School 250** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- Involvement of parents in the School Leadership Team
 - PA Meetings
 - School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish and Chinese when possible.
 - Use of School messenger system to make parents aware of meetings and activities for school review and improvement
 - The Math, ELA, Social Studies and Science Departments will each present to parents tips on preparing for state exams and understanding their curriculum during the school year to increase parental involvement.
3. **Robert F. Kennedy Intermediate School 250** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Notification of parents
 - Technology and equipment needed for parental involvement
 - Developing and promoting their child's homework and study skills at home.
 - Engage parents in various field trips to cultural institutions and museums.
 - Conduct Parent ESL and Computer Classes.
 - Train parents on the use of Achieve 3000. Parents are provided with "At home set-up addition" where they can monitor their child's progress on reading activities and also access their Lexile level.
4. **Robert F. Kennedy Intermediate School 250** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: In order to keep parents informed I.S. 250 will use the School's Messenger System and Parent Newsletters and bulletins translated into Spanish and Chinese when possible.
5. **Robert F. Kennedy Intermediate School 250** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator will be responsible for creating and distributing the evaluation with the help of the PA and the school to the parents of all students. With the help of the PA, the Parent Coordinator will collect and analyze this data.
6. **Robert F. Kennedy Intermediate School 250** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

The school will provide workshops, conferences, classes and required equipment and material to meet these goals. Such as: Family Literacy Night, Family Math Night, Family Social Studies Night and Family Science Night. In addition the school will provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training and paying, when feasible, reasonable and necessary expenses associated with parental involvement activities, such as provide refreshments to encourage attendance, in order to promote parental participation in school-related meetings and training sessions. In addition the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by conducting professional development of parents that will consist of:
 - Using reading strategies to promote literacy.
 - Reading to our children at home to promote literacy.
 - Using technology and computer software to engage children to read and write at home.
 - Conduct a workshop to enable parents to log on to Aris. As a follow up workshop, the parents will be taught how to interpret and analyze the data from NYS assessments.
 - The parents will be informed on what their child's children should expect to see on their NYS ELA or NYS Mathematics Tests.
 - Promoting math at home.
 - Math literature and its relationship in the real world.
 - Translation will be provided at various school functions in Chinese and Spanish.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: conducting professional development on this topic with the collaboration of the Parent Coordinator. The SLT will generate further methods and strategies the school could implement to meet this goal. The school will also attempt to involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The school will make every effort possible to ensure these ends through the use of the School's Messenger System, bulletins, calendars and parent Newsletters translated into Spanish and Chinese as well as other languages whenever feasible and with the collaboration of the Parent Coordinator. In order to maximize parental involvement and participation in their children's education, the school will, when feasible, arrange school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on title page. This policy will be adopted by the Robert F. Kennedy Intermediate School 250 on January 17, 2013 and will be in effect for the period of 1 year.

- 1. School-Parent Compact** – Attach a copy of the School-Parent Compact. *Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact:

Robert F. Kennedy Intermediate School 250 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014.

Required School-Parent Compact Provisions

School Responsibilities

Robert F. Kennedy Intermediate School 250 will:

7. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: providing opportunities for all students to successfully meet the intellectual, social, technological and emotional challenges of our global society and through quality, standards driven instruction.
8. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September- "Back to School Night"; Fall Parent-Teacher Conferences; Spring Parent-Teacher Conferences, and monthly Parent Association meetings
9. Provide parents of academically at-risk student's opportunities to attend special meetings on study skills, the importance of attendance and punctuality, positive behavior and overall academic expectations.
10. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the school will provide parents with quarterly report cards as well as three progress reports. Further communication will be made at the discretion of the teacher.

11. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: the staff will be available for conferencing with parents during scheduled conference times and meetings. Parents may call and make appointments with staff and leave messages for the school after hours, through our school messaging system.
12. Provide parents opportunities to volunteer and participate in school events, and to observe classroom activities, as follows: through activities sponsored by the PA, and with the help of the Parent Coordinator parents have the opportunity to participate in class field trips, bake sales, fund raising events, school dances and other such activities.
13. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
14. Involvement of parents in the School Leadership Team; PA Meetings ; Parent News Letter, School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish and Chinese when possible; use of School Messenger system to make parents aware of meetings and activities for school review and improvement; collaboration with the Parent Coordinator and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
15. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
16. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
17. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
18. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
19. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
20. Provide to each parent an individual student report about the performance of their child on the State assessment in math and English Language Arts.
21. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Review the IS250 website regularly to keep informed on my school events
- Log on to ARIS to keep up to date on my child’s academic progress.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Complete assigned Achieve 3000 articles and Math XL enrichment activities
- Check the IS250 website for assignments

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Please note that signatures are not required

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

1.

**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 25	Borough Queens	School Number 250
School Name Robert F. Kennedy Middle School		

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

Principal Tara Mrwik	Assistant Principal Ari Kapoutsos
Coach type here	Coach type here
ESL Teacher Elena Kokoronis	Guidance Counselor Jennifer Rodriquez-Diaz
Teacher/Subject Area Jamie Hermel / ELA Special Ed	Parent type here
Teacher/Subject Area type here	Parent Coordinator Karen Eitelberg
Related Service Provider 1	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	325	Total number of ELLs	50	ELLs as share of total student population (%)	15.38%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							4	8	8					20
self-contained							2	0	2					4
Total	0	0	0	0	0	0	6	8	10	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	7
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	41	3	5	7	0	2	2	0	0	50
Total	41	3	5	7	0	2	2	0	0	50

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							5	7	5					17
Chinese							3	3	2					8
Russian							1	1	1					3
Bengali							1	0	0					1
Urdu							5	4	0					9
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							2	3	6					11
TOTAL	0	0	0	0	0	0	17	19	14	0	0	0	0	50

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)							5	7	3					15

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)							3	3	3					9
Advanced (A)							9	8	9					26
Total	0	0	0	0	0	0	17	18	15	0	0	0	0	50

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7	2	1	0	3	0	0	0	13
7	8	1	4	0	1	1	0	0	15
8	5	0	2	0	0	1	1	0	9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5	1	6	2	2	2	0	0	18
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.

To assess the early literacy skills of our ELL students, our school uses Level Set on Achieve 3000. Achieve 3000 is based on the Lexile Framework which is a scientific approach to reading and text measurement. The Level Set measures both text difficulty and reader ability on the same scale which enables our teachers to better match students with content that will both engage and challenge them in the level at which they learn best. The staff uses the data that they receive from the level set (in the beginning of the year) to use informational texts on their levels during instruction in all content areas. Throughout the year there is a "benchmark" interim level set assigned to some students that are below a 50 lexile level. Also, there is a post level set in order to see their growth at the end of the school year.

Also, we use data from the ELL periodic assessments that are administered in the fall and spring. These assessments measure the students' progress in English language proficiency and predict performance on State English language acquisition tests. We use the detailed information about our students' strengths and weaknesses in English language development and serve them as a resource to help plan individual and group instruction. In addition, we use data reports from summative assessments such as NYC Baseline Assessments, New York State exams and formative assessments to evaluate their strengths and weaknesses in order to improve student achievement and for teachers to incorporate the weakest skills and strategies in their daily lessons and differentiate instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns that are revealed across the proficiency levels on the LAB-R and NYSESLAT are as follows: First, students are more proficient in listening and speaking than in reading and writing across all grades. Secondly, the students fall more in the beginner and advance levels as opposed to the intermediate level. Third, with the new changes to the state tests in order to be aligned with the Common Core State Standards, a decline in reading and writing has occurred between 2012 and 2013.
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 [AMAQ tool](#))

The 2013 NYSESLAT combined modality set analysis breakdown has not been released from SED.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Even though there are patterns across proficiencies and grades, it is very hard to compare ELLs taking tests in their native language as opposed to English. The reason is because data is not sufficient. In our school, out of 50 ELLs, 40 ELLs took state tests. Out of those 40 ELLs only 5 took it in their native language. The results of those (5) native language state tests are as follows: Two students scored at a level 3 and three at level 1 in Math. Regardless, based on the ELLs performance, implications for classroom instruction suggest the need for more context-embedded language instruction in math classrooms. Teachers will explicitly teach students the academic language needed to understand and master mathematical tasks. ELLs will continue to receive content area instruction

utilizing ESL strategies and methodologies. All teachers have participated in the past in ExC-ELL training specifically designed to address the language needs of ESL students. More professional development emphasizing the importance of contextual clues in the classroom, such as manipulatives, pictures, graphs, and charts will continue to be provided. Also, ELL training through our Network in collaboration with Maryanne Cucchiara is providing training that focuses on "Instructional Shifts to meet the Common Core Demands through learning, language, and literacy. Finally, the available use of technology increases the implementation of Smartboards in each classroom.

In addition, based on the results of the English Assessment, the implication for the LAP is that students will need continued support

in reading and writing. Teachers will continue instruction involving multi-step tasks requiring the application of more than one skill area, and the use of more than one learning resource to promote mastery. Differentiated methodologies will be implemented to help ELLs to achieve high standards. Scaffolds that involve peer interaction between students of different proficiency levels or ranges will be provided to facilitate student engagement in intellectual tasks. Classrooms will have explicit discussions of how language works and characteristics of language, text, and disciplinary discourse through Accountable Talk, whole group and small group discussions. Teachers and students will continue to build a climate of mutual respect that contributes to the achievement of all. In addition, all students will participate in the web based individualized reading program, Achieve 3000. The software distributes assignments and assessments to the entire class, but tailors them according to each student's reading level. Students who need additional support are offered Academic Intervention Services (AIS).

b. From the ELL Periodic Assessments, the school is learning what strands the ELLs are struggling and what strands they are proficient.

Therefore, the ELL Periodic Assessments is/will continue to be used as a tool for staff members to differentiate their daily lessons. Thus

far the teachers using the results of the Periodic Assessments is the ESL teacher and her ELA co-teachers. There is training scheduled to

inform/revisit the rest of the staff members where to find these results (on ARIS) and how to analyze and raise questions about teaching and assessments and their next steps once the current data is available.

c. Through the ELL Periodic Assessments the school is learning which students are able to produce their responses in writing or non-verbally. Therefore, when creating higher order thinking questions, each teacher puts in use different avenues to share their responses withing a classroom that establishes a culture for learning. If a ELL is going through their "silent period" their responses can be written

in their native language until they become comfortable to respond to yes/no questions or pivotal questions.

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.](#))

5. This does not apply because we are a junior high school grades 6-8.

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

Since we have a rigorous and evidence-based curriculum aligned to the Common Core, many scaffolds and differentiations are planned out accordingly in order to assist the different levels .

The following are in place to assure that a child's second language is considered in instructional decisions. All content area teachers teach in such a way that they build on the students' English language skills. For instance, before having students read any texts in class, vocabulary words are introduced prior to the readings and after the words are taught , they are posted in a visible place in the classroom, for instance on a Word Wall. In addition, Tier I, II, and III words are used through word walls to help students develop a deeper understanding that cannot be acquired through independent reading. ELLs are challenged by identifying vocabulary words and which Tier they fall into and explain their reasons. Also, Glossaries are also created in the back of their notebooks. Bilingual glossaries and bilingual dictionaries are used in all content area classrooms. Visuals such as posters, photographs, video clips of topics that are being presented are used. Where applicable, Realia is implemented in the lessons.

Furthermore, small group instruction is routinely in place once a week and whenever needed during a lesson to assist any struggling student (ELL and Non-ELLs). ELLs are assisted with sentence starters to help them acquire second language development. Leveled texts are implemented and ELLs are offered plenty of opportunities to read literature and informational tetxs that are age appropriate and suitable to students' proficiency level (through Achieve 3000) and using accountable talk to promote speaking and listening skills.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

7. This does not apply because we do not have dual language programs.

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

As we consistently analyze data from our ELL population, we continue to make curriculum modifications based on best practice. We analyze results from the NYSESLAT using the "RLAT" that details their scores three consecutive years. Also, the ELL Periodic Assessments administered twice a year are used to evaluate skills that need to be targeted to produce growth and improvement for the upcoming NYSESLAT.

Data from our progress report is analyzed to target our bottom third ELLs. In addition, we analyze data from the NYC baseline assessments, on demand assessments (pre, interim and post) and incorporate small group instruction to target the weaknesses by modeling the strategy through the use of scaffolds and then have the students use the strategy independently in order to produce growth and improvement for the upcoming ELA and MATH state test.

Furthermore, to meet AYP for our ELLs, we place all in extended day twice a week for 50 minutes where they receive additional help to increase their reading, writing, listening and speaking skills as well as their Math skills. Also, they are offered Academic Intervention Services twice a week in Math during school hours. During our extended day classes, all newcomers are placed in one class. All high beginners and intermediate students are grouped together in another class and the advance are placed together. All three levels are exposed to listening, speaking, reading and writing skills. They are also taught and practice the skills they will need for the State Exams (ELA, NYSESLAT and Math).

To conclude, the aforementioned programs have been successful because based on our progress report for the past three years there is an indication of student growth percentiles. Even though our bottom third consists of some ELLs, the percentiles have increased. From 2010 to 2012, the the growth percentiles in ELA increased from 34.7% to 40.7% and in Math from 26.2% to 44.4%. Based on the data of the RLAT, on the NYSESLAT, students have made tremendous gains where they went from beginner levels to advance levels or continue an incline of growth in the four skills.

Finally, to continue our current success and to surpass that success, this year is the first year we are creating a Saturday Academy to target all ELLs and give instruction that will promote growth on their NYSESLAT.

Also, the success of our programs for ELLs is evaluated throughout the year through the use of teacher made assessments (formative) and the (summative) ELL interim assessment. A final assessment is made at the end of the year with the NYSESLAT.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 First step: Is the screening. Here the parent is given the HLIS form to complete by the Ms. Kokoronis, ESL teacher/coordinator. If the home language is English the OTELE code "NO" is indicated on the form and the student is not an LEP and is enrolled in a general education setting. However, if a home language other than English is indicated a informal interview is held immediately and if a translator is needed, a staff member is called not unless the parents have someone present who can translate. If there is a

translator present, it is indicated on the HLIS.

If the parent indicates that the child understands another language and the informal interview concludes that the child only communicates, reads, writes and understands English then the home language is English and the child is not an LEP and is enrolled in a general education setting.

Second step: If the child speaks little or no English, the native language is indicated on the HLIS and within ten days of registration he/she is administered the LAB-R. The LAB-R is then hand scored by Ms. Kokoronis, the ESL teacher/coordinator who confirms the level scored.

Third step: If the student is an LEP he/she is placed in the appropriate program that the parents selected as their first choice. If the student scores proficient, he/she enters a general education setting.

Finally, an annual assessment which is the NYSESLAT is administered and pending their scores, they either continue with their entitlement or if they become proficient they are transitioned into general education settings with accommodations for the next two years.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

On-going parent orientations are held throughout the school year to inform parents of new admits about the program options for English Language Learners and for parents who were unable to watch the parent orientation video during the registration process through letters mailed to their homes. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners. For example, in the beginning of the school year, a "Back to School" night is held where all parents are invited and an ELL parent orientation is held for the families of those students who are determined eligible for ESL services. It is open to any family member who wishes to attend. The ESL teacher awaits parents so she can explain how the ESL program runs and what expectations are held for the growth of the ELL students. Another scheduled orientation in the month of September is held during afternoon hours to accommodate any parents that were not able to attend "Back to School."

During the registration process and the on-going parent orientations, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) through the parent orientation video and the ELL brochures that are found on the NYC DOE website and printed.

Parents are notified at orientations and registration that past trends have suggested a Freestanding ESL program. In addition, current parent surveys have selected a Freestanding ESL program as well. Therefore, our school models the Freestanding ESL program to align with the parents' requests.

Parents are given translated material regarding the ELL program and the NYSESLAT assessments during registration and even during parent/teacher conferences. Since all English Language Learners are administered the NYSESLAT each spring to determine their continued eligibility and depending on their scores, the entitlement and continued entitlement letters, transitioned and placement letters, are distributed by Ms. Kokoronis, the ESL teacher where she mails one copy of the letter to the parent, hand delivers one copy to the student to give to the parent, and keeps one copy on file here at the school.

In addition, Ms. Kokoronis, the ESL teacher conducts an interview and uses the ALLD (Academic Language and Literacy Diagnostic) to identify SIFE students during registration.

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

The school ensures that the entitlement letters are distributed in a timely manner in the beginning school year by mailing a copy home, hand a copy to the student to bring home and a copy is stored in a binder. To determine their continued eligibility their NYSESLAT scores or LAB-R scores are used to distribute the non entitlement letter (scored proficient on LAB-R), continued entitlement letters (scored beginner, intermediate, advance levels on NYSESLAT), transition letter(scored proficient level on

NYSESLAT) and placement letters (new admits that tested B/I/A on the LAB-R), are distributed by Ms. Kokoronis, the ESL teacher where she mails one copy of the letter to the parent, hand delivers one copy to the student to give to the parent, and keeps one copy on file here at the school.

To ensure that Parent Survey and Program Selection are returned Ms. Kokoronis, the ESL coordinator/teacher shows the parent orientation video and hands out the Parent Survey and Program Selection form to the parents to complete and hand back immediately during registration. If for some reason the parent cannot fill out the form, then "Parent Orientation Video " dates are scheduled for the parents to come in and complete the paperwork. All paperwork is stored in a binder and kept in school.

Entitlement letters and placement letters are mailed out in their native language as well as English. (One side is in English, the other is the second language). A copy is saved on file in the school in a binder that the ESL coordinator maintains.

Furthermore, entitlements letters and non entitlement letters are mailed and kept on file in the same binder. The files are kept in the binder for a year. Furthermore, any communication activities are translated as per their request on the Parents' Preferred Language Form available from the Translation and Interpretation Unit.

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. "ELPC" screen on ATS is updated within 20 days of new admits.

During registration parents are informed of any TBE or DL programs available within the district. Also, if a parent chooses TBE or DL as their first choice, students are immediately placed in our Freestanding ESL Co-teaching model program in order to begin service as per CR154 as soon as possible until a preferred program is found. Parents are informed during the video showing that they do have a choice of transferring or registering their child in a bilingual program that might be available in another school in the same or different district. In addition, they are informed that in agreement with ASPIRA Consent Decree, a parents of 15 students on one or two contiguous grades request a TBE or DL program, our school will create such a program.

Furthermore, any communication activities are translated as per their request on the Parents' Preferred Language Form available from the Translation and Interpretation Unit.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the beginning of the school year, during the month of October the RLER and RLAT report is printed and the number of ELLs are tallied to order the exams. These reports are updated regularly. ALL ELLs in general and special education classes are administered the NYSESLAT during the testing window. The ESL teacher administers the Speaking part individually. The Listening, Reading and Writing are administered by the ESL teacher and two more staff members that have been trained by the ESL teacher/coordinator. Students are placed in a separate location conducive to a testing atmosphere. Any new admits that are registered during the testing window are administered the LAB-R and based on their results that are hand-scored by the ESL teacher within ten days also administered the NYSESLAT exam as well.

Any absent student from one or more subtests is administered the subtests on a Make-up date according to the NYC State Test Schedule in a separate location conducive to a testing atmosphere.

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.  Copies of parent surveys are kept in our school. Ms.Kokoronis every year tallies up the parent requests and keeps it on file. Based on our past parent surveys, the majority of parents have been requesting a Freestanding ESL program. During the school year 2012-2013, (9) parents selected ESL as their first choice. During the school year 2009 – 2010, ten (10) parents selected ESL as their first choice. During the school year 2008- 2009, six (6) parents selected ESL as their first choice. Finally, the current school year (8) out of eight parents of new admits (newcomers) selected ESL as their first choice. Therefore, our program model is aligned with our parent requests.

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])?

a. To ensure the achievement of high academic standards, and to accommodate the diverse needs of ELLs, IS 250 continues to provide rigorous standards-based instruction in a variety of learning environments by certified ESL teacher. Students are placed in a ELA/ESL class and they are taught in English using ESL methodologies targeting the skills as determined by their NYSESLAT and LAB-R scores where the classes across the grade spans are heterogeneous.

All mandated units of ESL instruction are currently being met.

To accelerating Achievement for ELLs we have implemented thematic curriculum with heterogeneous groups of ELLs that integrate academic language development through TIER I, II, III word walls and literacy in the content areas. Flexible grouping of ELLs that looped with the same ESL teacher Extended learning through technology (e.g., Achieve 3000, Math XL (pre assessment based on the unit of study. It creates additional help in the skill for the standards the students did not meet and then followed by post assessment.

The schedule below is an example of an intermediate student receiving 2 units of mandated ESL instruction using the CO-Teaching Model:

8th Grade	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8
Monday	Math	PE	LIT/ESL		LIT/ESL lunch	Science	Spanish	Social Studies
Tuesday	Math	Math	Science	LIT/ESL lunch	Debate	Spanish	Social Studies	
Wed	Social Studies	PE	LIT/ESL		LIT/ESL lunch	Science	Math	Math
Thurs	Science	PE	LIT/ESL	Spanish lunch	Social Studies	Math	Math	
Friday	Science	Social Studies	Debate	Health lunch	Math	LIT/ESL	LIT/ESL	

Our sixth, seventh and eighth grade ELLs and ELLs/SWDs are receiving their full mandated units of ESL through the Co-teaching push-in model in ELA and Social Studies.

As per the NYC State Education Department all special education students who have not tested out of the NYSESLAT are entitled and are receiving ESL services. The ESL teacher pushes in to their ELA or Social Studies class.

ELAND Review is conducted where need during their annual IEP meeting.

A pull out, self-contained, collaborative and departmentalized organization model does not apply.

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

The Principal, the ESL Coordinator and the programmer ensure that the students are receiving mandated services. RLATs and RLERs are used to view the proficiency levels of ELLs. ELL students who scored advanced level on the NYSESLAT receive ESL 4 periods a week (180 minutes a week). ELL student who scored at a beginner or intermediate level receive ESL 8 periods a week (360 minutes a week). Any newcomer less than a year that is eligible for ESL services also receives ESL 8 periods a week (360 minutes a week). ESL teachers differentiate instruction based on the data collected from the LAB-R and/or NYSESLAT scores for each student as well as data collected from state exams (ARIS, NYC Baseline Assessments, Achieve 3000 and pre-assessments, benchmarks and post assessments in each content area) and informal classroom assessments.

TBE and Dual Language instruction are not provided because they do not apply.

As per the CR Part 154, we have a Freestanding ESL Program because it is the parents first choice on the program selection survey and we currently do not have 15 LEP students with the same native language which is other than English to create a bilingual education program.

Our freestanding ESL program is taught as a push in (co-teaching) model. Therefore, the ELA teacher and ESL teacher are co-teaching. This co-teaching push in model is composed of two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in ELA and ESL with the use of translated version where applicable, bilingual glossaries, electronic pocket dictionaries. The content area instructional component is delivered through instruction in English and ESL methodologies.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As stated in the previous question, the co-teaching push in model is composed of two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in ELA and ESL with the use of translated version where applicable, bilingual glossaries, electronic pocket dictionaries. The content area instructional component is delivered through instruction in English and ESL methodologies.

Instructional strategies that are used in the program are the following: Guided Reading, Thematic Planning, Small Group Instruction, Reading and Writing Conferences, Scaffolding, Running Records, Whole Language and Balanced Literacy. In addition, modifications of classroom tests, pictures and visual aids, manipulations and Books on Tape are provided and implemented. All students are served by an ESL teacher through collaborative co-teaching model. ESL teachers push-in during literacy and Social Studies periods. The general education teacher and ESL teacher work as a team to plan lessons and discuss best practices and strategies for their ELLs. ESL, Special Education, and General Education teachers meet twice a week for common planning and collaborative inquiry to analyze student work and plan effectively.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Most classrooms are equipped with in utilizing bilingual books, glossaries and dictionaries. SIFE, Newcomers, ELLs 4-6 years and Long term ELLs are placed in small groups for differentiated instruction. All instruction is standard-based incorporating the four modalities of language. Reciprocal Teaching is incorporating throughout the different levels. Achieve 3000 which a web-based individualized reading program is implemented as an instructional tool. They are all mandated to stay for extended day.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities all lessons incorporated regularly Turn and Talk discussions where the students engage and discuss a deeper understanding of the topic being taught. They use accountable talk to debate. Students are asked to summarize and paraphrase a nonfiction article they read on Achieve 3000. The self edit or peer edit their on demand writing pieces. They listen to small video clips that pertain to the lesson and practice their note-taking skills.
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).

Math.

- b. Newcomers receive language support during extended day to enhance their fluency and vocabulary. During school hours the ESL teachers differentiate lessons by creating nonlinguistic representations such as visuals and bilingual dictionaries or translated texts when necessary and attainable. Guided reading and read alouds are incorporated by the ESL teachers. Reciprocal Teaching is implemented more visually and with language prompts.

c. All of our ELL students 4-6 years receive differentiated instruction by guided reading and higher-level advance graphic organizers. A readers and writers workshop is implemented where the ESL teachers create a mini lesson drawing on the students needs through scaffolding. Reciprocal teaching is implemented with the use of language prompts as well.

d. Since our LTEs are struggling readers and writers, one differentiation instruction that is used is Reciprocal Teaching. Reciprocal teaching is a scaffolded discussion technique that uses four strategies that proficient readers use to comprehend a text. It is an effective teaching technique that can improve the kind of reading that is used on state exams. Also, graphic organizers are incorporated in lessons to guide and improve the writing skills of LTEs. Student data provided by Achieve 3000, NYSESLAT

and

ELA is analyzed by the certified ESL teachers in order to provide effective small group instruction. Finally, they attend programs afterschool and a Saturday Academy in order to provide them with opportunities to receive additional support and target their weaknesses in Literacy and Math. These programs will also build their fluency and vocabulary skills and knowledge.

e. After testing proficient in years 1 and 2, Former ELLs are placed in heterogenous classes and given the same additional help if needed as the remaining ELL population.

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?

Based on the LevelSet from Achieve 3000 that was administered in the beginning of the school year, results have shown that the reading levels of ELL-SWDs are at second or third grade level. Therefore, the standards that are taught, are at grade level, however, the independent nonfiction reading materials are based on the LevelSet. The anchor texts are at grade level. Graphic Organizers are given to assist the students with independent and instructional reading material. Reciprocal Teaching is implementing as well in all lessons. The reading material that is provided during Reciprocal Teaching is nonfiction and fiction that include different genres from different authors.

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?

ELL-SWDs are placed in a CTT classroom where the ELA teacher, Special Education teacher and the ESL teacher are present. Literature circles are incorporated in the lesson. In addition, a block period once a week is dedicated to Teenbiz3000. Teenbiz is committed to enhance reading comprehension. Fifteen students work on Teenbiz 3000 while two structured small groups practice reading, vocabulary, writing, grammar, listening and speaking strategies that are data driven in a 90 minute block. Students rotate throughout the activities.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Using data driven assessments from summative assessments (ELA, MATH, Pre and Post Assessments in English, Math, Science and Social Studies, Interim Assessments, ELL Periodic Assessments, and NYSESLAT) ELLs as well as Former ELLs will be invited to enroll in an after school literacy program for enrichment and to improve the skills they are lacking in ELA and Math. Also, students are mandated to attend extended day twice a week for 50 minutes each day. Apart from extended day, struggling students are receiving academic intervention services twice a week. In the past, Title III money was allocated and an intervention academy was commenced and lasted for five months. This academy was be opened to level 1's, ELLs and students with disabilities. In the near future, ELL students will also be enrolled in an after school program that targets their needs to reach proficiency on the NYSESLAT.

The ELA targeted interventions include Achieve 3000, on demand writing curriculum, literature circles aligned with their reading levels based on the LevelSet of Achieve 3000, Common Core libraries, various picture books, books on tape, multi-cultural levels libraries, translated dictionaries, bilingual books, ExC-ELL strategies and technology (smartboard, laptops, ipads).

The Math targeted interventions include Impact Math textbooks, charts, graphs, rulers and other visual displays, CMP3, bilingual content glossaries ExC-ELL strategies and technology such as smartboard and laptops.

The Science targeted interventions include technology (smartboard, laptops), ExC-ELL strategies, lab manipulatives and equipment, bilingual content glossaries, common core libraries, content based classroom libraries and ExC-ELL strategies.

The Social Studies targeted interventions include technology once again, newspapers, common core libraries, content based libraries, bilingual content glossaries, ExC-ELL strategies, non fiction texts, level set libraries and various Atlases.

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

All iteachers use data to drive their instruction and based on results and curriculum discussions modifications are made based on student results. The data is derived from the NYC baseline assessments, the ELL periodic assessments, ELA, MATH and NYSESLAT scores. Pre-assessments , Benchmarks, Post assessments created on Prosper or teacher created by each department (ELA, MATH, SCIENCE and SOCIAL STUDIES). Teenbiz is also used because it is aligned with common core standards and we use the data for their reading levels and standards such as citing textual evidence, determining the central idea, etc)

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

We are implementing two units of the Expeditionary Learning Module in ELA and TMP3 in Math.

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

This does not apply because no significant changes will be made.

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

ELLs within our school are offered the same instructional program as their general education peers. With Title I and III funds our ELLs and former ELLs will also be provided with the opportunity the After School Intervention Academy that targets ELA/ ESL and Math Skills. Teachers will provide ESL/Math instruction, utilizing researched based best practices in small group settings. Monthly assessments will be administered to monitor student growth and to plan further instruction. Progress reports will also be generated and discussed with the parents.

Finally, depending on future funding additional programs may be included as well.

Extracurricular activities include four CHAMPS sports which are offered to all students who would like to participate. Any interested participants are considered for the program and in such activities.

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

Toolkits identifying scaffolding for ELLs are included in all curriculum. Advance and intermediate level ELLs receive the same instructional material and resources as general education students. The materials are based on their reading levels per the results of the level set from Achieve 3000. Therefore, technology based online programs are used to support the ELLs. Newcomers use

modified materials on their reading level and visuals are used. Teachers modify lessons using ESL strategies to make the standard based curriculum more accessible for ELLs. Teachers incorporate smartboard interactive lessons from www.teq.com. Also, instructional technology such as smart slate, smart camera, iPad mobile classroom are used to support the ELLs. Finally, level texts sets are also use dto support the ELLs.

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

Native language support is delivered through the use of bilingual libraries, bilingual dictionaries and glossaries. Texts that are available in a native language are also used. Native language state exams are also available. In addition, we have multiple staff members who speak a second language. ELLs who were considred "newcomers" are instructed with an intense vocabulary and grammar rich curriculum. A solid reading and writing components aligned with the ESL standards, Common Core ELA standards are incorporated in the lessons.

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

The required services support and resources correspond to ELLs' ages and grade levels because the curriculum is aligned to the Common Core and two units of study are the Expeditionary Learning Modules from the city that includes ELLs and their supports.

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

We reach out to our feeder schools and invite them to come meet the staff during open house and have a tour of the building to become familiar with our academic programs. Throughout the year we outreach through meetings such as the orientation, P/T conferences and extended conferences.

18. What language electives are offered to ELLs?

The only language elective offered to seventh and eighth grade ELLs is Spanish.

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)?

This does not apply because we do not have dual language programs.

C. Professional Development and Support for School Staff

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

1. The common branch teachers, subject area teachers, paraprofessionals, ESL teachers, Special education teachers will be trained in using data to drive instruction. In addition, after receiving results from a survey that the principal emailed to all her staff, feedback indicated a need for professional development in Danielson's Framework Domain 3d: Using Assessment in Instruction and provided the staff with a professional development on November 5, 2013. The next professional development is going to be based on Danielson's Framework Domain 3b: Using Questioning and Discussion Techniques to challenge ALL students including ELLs to high cognitive questions and have high levels of student participation in discussion targeting ALL students.

Additional professional development that is turn keyed is CMP3 in Math and NGSS in Science in order to differentiate instruction to a variety of student learners.

Every Wednesday throughout the entire school year, one hour is devoted to curriculum development / writing to modify instructional strategies based on data.

The following is the upcoming PD schedule offered to the Staff:

December 18, 2013: Expeditionary Learning

January 6, 2013: 3C: Engaging students in learning

February 3, 2013: 2d: Managing Students' behavior

March 3, 2013: 3b: Assessment

May 5, 2013: 1e: Planning and Preparation

June 2, 2013 and June 5, 2013: Goal Setting and curriculum development identifying ELLs and SWDs

2. To assist all ELLs, all staff members are given resources such as bilingual dictionaries for their classrooms. Also, they are notified of their current, former and transitioned ELLs by the ESL coordinator. For our 8th grade students who will be articulating to High School our guidance counselor meets with each class to explain the application process. The guidance counselor also shows the ELLs how to identify schools that have the programs they need and the guidance counselor reviews each application to ensure that the schools they are applying to have the ESL program they need. In addition, our guidance counselor receives professional development the as the rest of the staff. She is also present when we have our weekly data inquiry meetings and analyzing the data to determine good teaching practices.

3. ELL training that the staff will be receiving is through CFN and OELL workshops will be ongoing throughout the school year for all staff members.

4. Three workshops totaling 12 hours by Maryanne Cucchiara regarding learning, language and literacy and the instructional shifts to meet the Common Core demands for ELLs. The ESL teacher will turn key the information to a group of teachers in each core subject and offer the same hours. Also, Special Education teachers and Co teachers have been to the Goldman Saur professional development that consists of training for multiple entry point for special population. Sign-in and conference sheets are used to

maintain our records.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We do not have a big population of ELL parents who are available but we encourage the parents of ELLs to join the PTA(Parent Teacher Association) or SLT(School Leadership Team). Parents are always welcome in our school and accommodations are made to assist them in many ways, including providing assistance in their native language. We have staff who speak Chinese, Spanish, Russian, Greek, Urdu and French; they are more than willing to help if their schedules permit. Sometimes just giving a little extra effort to help our parents who have limited English speaking skills gives them confidence and helps them to communicate with the school community.
 2. The school works with the TZU-CHI Foundation that offers adult ESL classes for beginners. Another agency that the school is affiliated with is called "We Are New York Citizenship" which the Parent Coordinator helps on an individual basis any ELL parent studying for their citizenship. In addition, the "I.D." program is offered to ELL parents seeking information for identification purposes.
 3. Informal written survey is distributed in November during Parent Teacher conferences. The survey is translated, however, if a survey is not available in a specific native language, a staff member is asked to translate. Also, the NYC formal "Learning Environment Survey" is distributed in February during Parent Teacher Conferences translated in various languages.
 4. On-going parent orientations are held throughout the school year to inform parents of new admits about the program options for English Language Learners and for parents who were unable to watch the parent orientation video during the registration process. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners. Also, in the beginning of the school year, a "Back to School" night is held where all parents are invited and an ELL parent orientation is held for the families of those students who are determined eligible for ESL services. It is open to any family member who wishes to attend. The ESL teacher awaits parents so she can explain how the ESL program runs and what expectations are held for the growth of the ELL students.

The following is one example of this years "Back To School Night" agenda:

September 26, 2013
Ms. Kokoronis Room 104
Email:Ekokoronis@schools.nyc.gov

AGENDA

- I. Greetings: ESL / ELA Teacher co teaching with Mr. Vasquez (803) &(703), Mrs. Pochter (603), Mrs. Hermel (891) and Mr. Johnson (691),
- II. Introduction: ESL Program
 - Since past trends have suggested and preferred, we model our ESL program here at IS 250 to align with parents' requests. Currently, Robert F. Kennedy Middle School offers a Freestanding ESL model program which incorporates only "Push-In" / 'co-teaching". According to research and data, a "Push-In" / "Co-teaching model shows tremendous progress in academic learning. Therefore, as a school, we feel that this model will serve our students the best. The students come from many different native language backgrounds and English is the common language among the students. Since we do not have 20 students who speak the same native language, a bilingual program is not an option. Hence, we only offer a freestanding ESL program.

- The ESL teacher co-teaches with the 6th, 7th, and 8th Grade ELA and Social Studies with Mr. Johnson.
- All students that have an IEP (Individual Education Plan) or were previously x-coded (were not receiving ESL services but administered the NYSESLAT) are now entitled to ESL services in addition to their services and goals listed on their IEPs.

III. Entitlement Forms

IV. Parent Orientation Video

Sign In Sheet
 Back To School Night
 September 26, 2013

Print Student's Name	Class	Print Parent's Name	Parent's Signature
1.			
2.			
3.			

On site, we have the Foreign Language teacher who speaks Spanish, one Social Studies teacher who speaks Russian, one paraprofessional who speaks Urdu and another who speaks Chinese, one of the Math teachers who speaks Mandarin Chinese, the school nurse who speaks Haitian Creole and French. During the registration process and the on-going parent orientations, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) through the parent orientation video and the ELL brochures that are online on the NYC DOE website. The ESL teachers shows the parent orientation video and collects the completed Parent Survey and Program Selection. During the on-going parent orientations that are held throughout the school year, parents are informed about the program options for English Language Learners and if TBE/DL programs become available. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners.

Initially a spread sheet is established by the Parent Coordinator regarding the ELL students including the following categories: child's name, class, language spoken, level of ESL, and the parent's facility with English. Once the parent's facility with English is established for both ESL and non-ESL students, a list is compiled for translation purposes. A set of labels is created indicating student's name, class and the home language. All letters and other pertinent information are sent to the Translation and Interpretation Unit for translation. When those items are received back at school they are given to the Homeroom teacher with a label indicating which child is to receive the translated article as well as the English version and the student can then take the item(s) home.

The Parent Coordinator also creates an e-mail list of all parents, our school has approximately 85% compliance with the request for parent e-mails. The list is divided in many ways. One of the groups established is the ELLs and parents of non-ELLs who need information translated. The information is then sent home as an e-mail as well as a hard copy.

Using the spreadsheet as an informational base interpretation needs for formal meetings such as Parent/Teacher Conferences are determined. The Parent Coordinator confers with the Principal for the finances available, contacts LIS, asks for an estimate, finalizes the needs of the school and reserves the necessary translation personnel. The funds available for live interpreters are used primarily for anything that is confidential, i.e. Parent/Teacher Conferences, individual conferences, disciplinary hearings, IEP reviews and the like.

During the Parent/Teacher Conferences the Translators are seated in one room and when a teacher needs translation they call the

room and a Translator is dispatched to the teacher's room. This seems to be the most efficient way to use Translators. Additionally, at more informal meetings and/or activities where confidentiality is not an issue, the Parent Coordinator enlists staff members, parents and former students who are fluent in their native language and capable of translating. Another source of interpreters, especially for lesser known languages, is community groups. Contacting these groups is very helpful on finding resources for parents whose knowledge of English is limited. Also, the Parent Coordinator informs parents through email about the availability of adult ESL classes in the community and through the Department of Education. School notices and general information (such as legal and medical services) that are translated and distributed by the schools are kept in a computer file by the Parent Coordinator so that they may be readily accessed for a parent when requested.

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.

This is some additional information on how we identify our ELLs:

To identify English Language Learners in our school, the following is carried out to ensure proper placement. First and foremost, we have a team in place which handles the registration and orientation process with all the necessary documentation. This team includes the principal, ESL coordinator/teacher, people accounting secretary and the parent coordinator. Our parent coordinator welcomes the new registrants and is one of the team members that determines whether a translator will be needed during the registration process. When a parent comes in with his/her child and neither is able to speak in English or comes from another country and is able to converse in English to some extent, the ESL teacher, Ms. Kokoronis is notified and is always requested to be present during the registration process. Ms. Kokoronis conducts an interview and looks at the report card grades. If a translator is needed, one of our multilingual staff members (para professionals, classroom teachers, psychologist, and etc.) is requested to be present. During the registration process, all parents are given the parents' preferred language form for school communications, and the Home Language Identification Survey in their native language by the ESL Coordinator. The Parent Program Selection Survey is given to the parents by the ESL teacher, Ms. Kokoronis in their native language and an interview is conducted as well. Once again, if a translator is needed, one of our multi-lingual staff members is requested to be present through this process. In addition, Ms. Kokoronis, the ESL coordinator/teacher shows the parent orientation video and hands out the Parent Survey and Program Selection form to the parents to complete and hand back immediately. The ESL coordinator, or a trained pedagogue is present while the HLIS is completed. The HLIS is given to any student that comes from a private school, out of state and/or abroad. If a student comes from a private school and/or out of state, an informal oral interview is performed by the ESL coordinator to confirm that the new admit does not speak a second language. Next, a letter is attached to the HLIS and "NO" is indicated on the HLIS and indicated on ATS by the people accounting secretary. No HLIS is given to a student who has been in a DOE public school. If a HLIS is not on file from a previous school, the home language is taken from the biographical information on ATS. Our ESL coordinator/teacher, reviews the HLIS and it is the first form used to identify and determine eligibility for testing. Once the students have been identified, they are then administered the LAB-R by the ESL coordinator/teacher within ten days of their enrollment. The LAB-R is hand scored by the ESL coordinator. If a student comes from a Spanish speaking background and scores below the cut score on the LAB-R, then the Spanish LAB-R is administered by the Foreign Language teacher (Spanish teacher) or the trained para professional who speaks Spanish with the ESL teacher present. In addition, the RLER is also printed out and used to keep track of students that need to be tested for the LAB-R and the RLAB is used for placement. Finally, the NYSESLAT scores from the RLAT and RNMR are used to determine which students are entitlement per exam or have passed/tested out. For students that have tested out, the ESL teacher creates a list of all transitioned/former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT that are eligible for testing accommodations and gives a copy to each staff member. All enrolled students have a copy of their exam history (REXH) printed out by the people accounting secretary and placed in their cumulative file and are checked by the ESL coordinator/teacher to confirm if any previous NYSESLAT scores exist.

Part VI: LAP Assurances

School Name: R.F.K Middle School

School DBN: 25Q250

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Mrwik	Principal		11/15/13
Ari Kapoutsos	Assistant Principal		11/15/13
Karen Eitelberg	Parent Coordinator		11/15/13
Elena Kokoronis	ESL Teacher		11/15/13
	Parent		1/1/01
Jamie Hermel / Special Ed	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Rodriguez-Diaz	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q250** School Name: **Robert F. Kennedy IS 250**

Cluster: **06** Network: **609**

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.

- a. In house created survey to all Official Teachers to determine the home language for each student.
- b. All written communication is sent to the DOE translation
- c. Emergency written communication is translated "in-house" in Spanish. All other families receive an attached form stating that if they need this information in another language to contact the school.
- d. All staff receives a school circular in their opening packet outlining the school and DOE policies for providing translations/interpretations services for parents.
- e. Any notices sent via the school's phone messaging system are translated into Spanish, Chinese, Bengali, Urdu, and Russian.

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.

ATS Home Language Report (RHLA) identifies Spanish as the only language comprising 10% or more of our families. However, we routinely provides translated documents in Bengali, Russian, Urdu and Mandarin.
Data from the ATS Home Language Report and In-House Survey are kept in the main office for review by duplicating staff.
Teachers are provided a copy of the "In-house" Language survey upon request.

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.

Written communication with parents is sent to the DOE Translation Unit approximately two weeks prior to the planned distribution. All written communication is disseminated by Official Class with the appropriate number of translations according to our in house survey. In the case of an emergency where it is not possible for a document to be translated by the DOE Translation Unit, the document will be translated into Spanish. All other parents receive an English copy with an attached statement stating that if they need an interpretation of the document to contact the school.

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

Staff members are used whenever practical for interpretation. If a staff member is not available, the DOE Translation Line is used. For evening events, staff members who speak a second language are paid on a per session basis to attend and provide interpretation services. Parents volunteer on a regular basis to provide interpretation services during evening events.

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>.

Signs in all eight languages provided on the DOE site are conspicuously hung in the main lobby and main office. All staff has access to the DOE Translation Hotline for communication with parents. A list of staff members who speak a second language is kept in the main office for review. All written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date. Staff who speak a second language are paid at the per session rate to attend evening events to provide interpretation services. In an emergency where it is not possible to translate a document, a form is attached to the parental notification advising parents to contact the school if they need the document in another language.

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. 250	DBN: 25Q250
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
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: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: We are servicing our "beginner" "advanced" and "intermediate" ESL students through an afterschool "Intervention Academy" ELL program from November - April : Tuesday and Thursday each week, from 3:00 pm- 4:00 pm. Using data from the NYSESLAT, ELA State Assessment, Math State Assessment, Interim Assessments, and the ELL Interim Assessment we have designed an English based instructional program to meet the needs of this population with language acquisition, literacy, reading, writing, listening, and speaking and mathematics centered around problem solving and word problems. Students will be grouped using their most recent NYSELAT data; "beginner" "advanced" and "intermediate." Students will receive instruction spread out over 24 instructional sessions and each week will receive 1 hour of ELA and Math instruction from 5 teachers: 1 ESL to provide support to the 4 content teachers: 2 ELA and 2 Math. The ESL teacher will be rotating from class to class, spending 30 minutes in each classroom. In addition, the ESL teacher will be co-planning with all content area teachers on ELL instructional strategies as well as collaborating on units and lesson plans. We have also implemented an online program for all students entitled, "Achieve 3000." This web-based, individualized program promotes language acquisition, reading comprehension, vocabulary, and writing proficiency.

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: ELA and ESL teachers have and will receive 3 full days of "Achieve 3000" professional development. They will receive intensive training on this web-based, individualized program and learn how to implement the program and use it to promote language acquisition, reading comprehension, vocabulary, and writing proficiency for English language learners. The training has been scheduled for 3 full days on October, January, and April. In addition, our ESL teachers have received 3 full days of Professional Development, in November, and coaching from CFN 609 on Strategies for ELLs and the CCLS- The combination of components, strategies, and performance assessment tools has been arranged in a framework to help the ELLs meet the demands of the CCLS.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will receive workshops throughout the school year, on the parent edition of Achieve 3000- October 18- 5:30 pm- 7:00 pm & October 19-9:00 am - 10:30 am, ARIS Parent Link November 14th- 5:30 pm- 7:00 pm , and ELA & Math Family Night February 16th- 5:00 pm- 7:00 pm, Science Family Night May 17th 5:00 pm- 7:00 pm, and Social Studies Family Night March 15th 5:00 pm- 7:00 pm. Each of these family nights will present parents with practical strategies that they can use at home with their children to accelerate language acquisition and achievement for ELLs. We will have three staff members on hand to translate the content for the parents into; Chinese, Spanish, and Russian. Parents will be invited to these events using our monthly calendar of events and letters sent home via backpack, which will be translated into home languages. Furthermore, we will use our automated school messenger system. In January, we will be launching our new school website, which will also have a link to our parent events. Furthermore, it has the capability of being translated into the home languages of our students.

Part E: Budget

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

Allocation Amount: \$11000

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 	0	
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 		

Part E: Budget

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

Allocation Amount: \$11000

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