



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: CORONA ARTS & SCIENCES ACADEMY MS 311

DBN (i.e. 01M001): 24Q311

Principal: BETH HERT

Principal Email: BHERT@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: PETRINA PALAZZO

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
Beth Hert	*Principal or Designee	
Melida Barbosa	*UFT Chapter Leader or Designee	
Luz Maria Cortez	*PA/PTA President or Designated Co-President	
Stephanie Ruiz	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	
Kujtim Daliposki	Member/ Teacher/Dean	
Emelin Taveras	Member/ Teacher/Advisor	
Juana Mendez	Member/ Parent	
Noemi Varela	Member/ Parent	
Maria Zamora	Member/ Parent	
Sandra Zamora	Member/ Parent	
	Member/	

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

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, the percentage of lowest third ELLs proficient in ELA will increase by 3% as measured by the NYS ELA Assessment, Achieve 3000, SPIRE, and the NYC Performance Assessment.

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.

According to our NYS Assessment data from the 2012-2013 school years, 33% of our current ELL students attained a Level 1 on the English Language Arts exam.

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

- All content teachers will provide specific instructional strategies and obtain Professional Development that focus on the following:
 - Aligning instruction to the demands of the CCLS while providing access for all learners, including ELLs and SWDs
 - Using Data to provide whole group and small group instruction
 - Creating tiered tasks that will be implemented during the work period. This instruction is intended to assist and challenge students at their readiness levels.
 - Develop Common Core aligned Performance Tasks for each unit of study that gives students the opportunity to read and write from multiple points of view.
 - Create student goal sheets that maintain accurate data on literacy skills and adjust instruction based on that data.
 - Use Achieve3000 in conjunction with the curriculum to improve students' Lexile Reading Level.
 - Utilize a Standards-Based Rubric that includes the use of English Language Conventions.
 - Professional Development sessions that focus on using data from multiple sources (Inquiry Process, Schoolnet, Pre and Post Unit Assessments) to enhance instruction.
 - Classroom Observations, Teachboost, and Learning Walks are utilized to provide specific feedback and next step strategies to improve instruction.
- Academic Intervention Services (AIS) will be provided to targeted students using Achieve 3000 and/or SPIRE
- Saturday / Early Morning Academy enrichment programs will begin in January to prepare for the NYS ELA Assessment
 - Our school's Inquiry Team will identify ELL students in the lowest third and provide targeted instruction and assessments for review and revision.

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

- ELA & Social Studies teachers will administer pre and post assessments aligned with targeted ELA skills.
 - School Net will be used to collect and communicate disaggregated data to teachers for instructional implication.
 - All content teachers will meet weekly for Common Planning. This time will be used to align instructional units with the Common Core, develop rigorous lessons rooted in best practices, and design performance tasks aligned to CCLS while incorporating ELA literacy strategies.
 - Teachers, coaches, administration and outside consultants will provide Professional Development that focus on content specific goals which will consist of the following:
 - Utilizing ELL strategies to meet the needs of individual learners
 - Inquiry data will be compiled to identify the needs of all students with a particular focus on the lowest third of ELLs
 - Using ARIS Learn to enhance pedagogical practice
 - Utilizing a Teacher's Assessment Notebook (TAN) to collect formal and informal data
 - Lesson planning to meet the demands of the Common Core Learning Standards
 - Utilizing the Gradients in Text Complexity
 - Applying academic rigor in all lesson planning
 - Meeting the Needs of ELL's and SWD's
- AIS will be provided to targeted students in a pull-out model one time per week by the AIS teacher and in the classroom a minimum of one time per week by the classroom teacher using Achieve 3000. SPIRE will be utilized with specifically identified students in need of this support type.
- Targeted students will use Achieve 3000 and/or SPIRE and participate in targeted small-group instruction focused on specific ELA reading & writing skill needs.

4. Our Inquiry Team teachers will meet one time per week to look at multiple data sets and identify strategies to increase academic student performance in the targeted area.

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

1. Formal and informal assessments will be utilized to assess growth in the targeted areas
 - Mid-unit check points will be utilized through each unit of study in all content areas as a quick assessment to gauge students’ progress towards meeting unit goals based on unit pre-assessment data.
 - Unit post assessments will be utilized to assess growth within each unit of study in all content areas.
 - NYC Performance Task post assessment will be utilized as an end of year benchmark to assess growth in each of the rubric traits in all tested content areas.
2. Targeted students will be administered Achieve 3000 and SPIRE Benchmark Assessments to monitor progress towards increasing lexile levels

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

- Ongoing from September 2013 – June 2014. During this time, administrative staff will monitor and assess Inquiry Team planning and progress towards meeting target dates and goals.
- By November 26th, 2013, identify ELL students scoring in the lowest third within our school population using the 2013 NYS ELA exam.
 - By February 3rd, 2014, the target population of students will be able to answer at least 65% of the questions from teacher created assessment on Learning Target # 1.
 - By April 1st, 2014, the target population of students will be able to answer at least 75% of the questions from teacher created assessment on Learning Target # 2.
 - By June 2nd, 2014, the target population of students will be able to answer at least 85% of the questions from teacher created assessment on Learning Target # 3.

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

1. Teacher Teams will be utilized to target students and plan for meeting the individual needs of learners with a particular focus on ELLs and SWDs.
 - Inquiry Teacher Team: Teacher teams will analyze student data and determine the lowest-third of our school’s current ELL population in ELA and utilize the 2013 ELA Items Skills Analysis, Performance Series data, NYC Performance Assessment information, and unit pre and post assessments to determine areas for support.
 - Common Planning Period: Teachers will utilize data to develop/revise CCLS aligned curriculum for the 6th and 7th grade for ELA & Social Studies.
2. AIS classes that meet weekly will use two purchased laptop carts to access online AIS programs (Achieve 3000). In classroom AIS will utilize desktop computers and, when necessary, laptop carts for Achieve 3000 and small-group SPIRE instruction.
3. Saturday / Early Morning Academy classes will meet for a minimum of two hours per week.

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).
- Student-generated goal sheets, based on skills for each unit of study, will be sent home for parent review.
 - Parent workshops on Achieve 3000 to promote at home use.
 - Parent workshops on Engrade, an online grade book which provides parents access to view their child’s academic progress on a daily basis and communicate with their child’s teachers.
 - Extended parent conferences for level 1 and 2 students in order to set goals and share strategies for support.
 - Back to School Night will be held in September, 2013 to inform parents of school’s policy on grading, uniform, Engrade and department curriculum.
 - Conduct a needs assessment survey with parents and families to identify areas for support.
 - School Leadership Team (SLT) and Parent Teacher Association (PTA) Meetings
 - Administrators and teachers will attend PTA meetings to share information and address requests and inquiries from families.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	X	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, 33% of our Students with Disabilities (SWD) who scored a level 1 on the 2013 NYS Mathematics Assessment will move from a level 1 to a level 2 as measured by the 2014 exam

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.

According to our school's 2013 NYS Mathematics Assessment data, 82% of our SWDs scored below a level 2. The Performance Series data indicates 100% of SWD's are Far Below standards in Mathematics.

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. All math & science teachers will provide specific instructional strategies and obtain Professional Development that focus on the following:
 - Aligning instruction to the demands of the CCLS while providing access for all learners, including ELLs and SWDs
 - Using Data to provide whole group and small group instruction
 - Creating tiered instructions that will be implemented during the work period. This instruction is intended to assist and challenge students at their readiness levels.
 - Develop Common Core aligned Performance Tasks for each unit of study that gives students the opportunity to read and write from multiple points of view.
 - Create student goal sheets that maintain accurate data on literacy skills and adjust instruction based on that data.
 - Use LearnBop (an online automated mathematics tutorial program) & Smart Science (an online science lab) for academic intervention both inside the classroom and in a pull-out setting to provide small group instruction and hands-on learning.
2. Academic Intervention Services (AIS) will be provided to targeted students using LearnBop (mathematics) and Smart Science.
3. Saturday / Early Morning Academy enrichment programs will begin in January to prepare for the NYS Mathematics Assessment

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

1. Math & science teachers will administer pre and post assessments to monitor student progress in each unit of study.
 - School Net will be used to communicate disaggregated data to teachers for instructional implication.
 - All content teachers will meet weekly for Common Planning. This time will be used to align instructional units with the Common Core, develop rigorous lessons rooted in best practices, and design performance tasks aligned to CCLS while incorporating ELA literacy strategies
 - Teachers, coaches, administration and outside consultants will provide Professional Development that focus on content specific goals which will consist of the following:
 - Utilizing modification strategies to meet the needs of individual learners (i.e. SWDs & ELLs)
 - Inquiry data will be compiled to identify the needs of SWDs
 - Using ARIS Learn to enhance pedagogical practice
 - Utilizing a Teacher's Assessment Notebook (TAN)
 - Lesson planning to meet the demands of the Common Core Learning Standards
 - Utilizing the Gradients in Text Complexity
 - Incorporating Academic Rigor into Lesson Planning
2. AIS will be provided to targeted students in a pull-out model one time per week by the AIS teacher and in the classroom a minimum of one time per week by the classroom teacher using LearnBop. Smart Science will be utilized in the classroom to supplement curriculum and provide small group support
3. Targeted students will use LearnBop and/or Smart Science and participate in targeted small-group instruction focused on specific mathematical skill needs

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

1. Formal and informal assessments will be utilized in math and science to assess growth in the targeted areas
 - Mid-unit check points will be utilized through each unit of study in all content areas as a quick assessment to gauge students' progress towards meeting unit goals based on unit pre-assessment data.
 - Unit post assessments will be utilized to assess growth within each unit of study in all content areas.

- NYC Performance Task post assessment (science only) will be utilized as an end of year benchmark to assess growth in each of the rubric traits.
2. Targeted students will be administered LearnBop Benchmark Assessments to monitor progress towards increasing proficiency.

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

Ongoing from September 2013 – June 2014. During this time, administrative staff will monitor and assess Inquiry Team planning and progress towards meeting target dates and goals.

- By November 26th, 2013, identify SWDs scoring below a level 2 on the NYS Mathematics Exam.
- By February 3rd, 2014, the target population of students will be able to answer at least 65% of the questions from teacher created assessment on Learning Target # 1.
- By April 1st, 2014, the target population of students will be able to answer at least 75% of the questions from teacher created assessment on Learning Target # 2.
- By June 2nd, 2014, the target population of students will be able to answer at least 85% of the questions from teacher created assessment on Learning Target # 3.

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

1. Teacher Teams will be utilized to target students and plan for meeting the individual needs of learners with a particular focus on ELLs and SWDs.
 - Inquiry Teacher Team: Teacher teams will analyze student data from the 2013 NYS Items Skills Analysis, Performance Series Assessment, and classroom level pre & post assessment to identify mathematical target skills for focus. Teams will develop interventions and assessments to address small group and individual student needs.
 - Common Planning Period: Teachers will use data to inform the development/revision of CCLS curriculum for 6th and 7th grade Math and Science.
2. AIS classes that meet weekly will use two purchased laptop carts to access online AIS programs (LearnBop and Smart Science). In classroom AIS will utilize desktop computers and, when necessary, laptop carts.
3. Saturday / Early Morning Academy classes will meet for a minimum of two hours per week.

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).

- Student-generated goal sheets, based on skills for each unit of study, will be sent home for parent review.
- Parent workshops on LearnBop and Smart Science to promote at home use.
- Parent workshops on Engrade, an online grade book which provides parents access to view their child's academic progress on a daily basis and communicate with their child's teachers.
- Extended parent conferences for level 1 and 2 students in order to set goals and share strategies for support.
- Back to School Night will be held in September, 2013 to inform parents of school's policy on grading, uniform, Engrade and department curriculum.
- Conduct a needs assessment survey with parents and families to identify areas for support.
- School Leadership Team (SLT) and Parent Teacher Association (PTA) Meetings
- Administrators and teachers will attend PTA meetings to share information and address requests and inquiries from families..

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 33% of our parent population will be active in our school community as evidenced by the number of parents attending PTA meetings, logging on to Engrade & Achieve 3000, and chaperoning & attending school events.

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.

Research in education shows a direct correlation between parental involvement and student academic growth. Parental involvement in middle school typically decreases

drastically from elementary school to middle school. Our current family engagement is averaging 28%. CASA has made a partnership with families of our school community part of its Mission Statement. The following outlines the percent of parents who have attended events and PTA meetings at our school as well as created accounts on Engrade, our online grade book system:

- Meet the Teacher Night – 55%
- Average PTA Meeting Attendance (September – November) – 11%
- Open School Week – 5%
- Parent-Teacher Conferences – 86%
- Engrade Parent Registration – 10%
- Achieve 3000 Parent Registration – 0%

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. Clear and transparent communication with families will be established in order to disseminate student information and collect information regarding their needs to increase collaboration with our school. The following will utilized to increase family engagement in our school community:
 - The use of automated calls through School Messenger and backpacking notes & flyers home
 - Establishing a functional school website in English & Spanish
 - Survey families regarding workshop and incentive ideas
 - Conduct student performances and showcase work during PTA meetings
 - Provide workshops on Engrade, Achieve 3000, & ARIS for families during PTA meetings and on a monthly basis
 - Give out quarterly perfect attendance awards at PTA meetings

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

1. Our school’s Family Worker will continue to work on establishing clear lines of communication between our school and the families of our students. The Family Worker will work with our PTA Executive Board to create (where necessary) and disseminate information to all members of our school community with regard to school events, Common Core Learning Standards, promotional information, and the continued roll out of CASA’s school mission and instructional vision. Teachers will engage families in conversations and informational sessions around their children and meeting the demands of CCLS.

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

1. Pre-registration and sign in sheets for school events and meetings will be utilized to assess growth.

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

1. By December 20th, 2013, parent involvement will increase to 15% participation as measured by attendance at our December PTA meeting and the number of parents registered for Engrade accounts.
2. By February 28th, 2014, parent involvement will increase to at least 20% as measured by attendance at our monthly PTA meetings, January Extended Conferences, February Parent-Teacher Conferences, planned parent workshops, the number of parents registered for Engrade accounts, and additional planned student trips & events.
3. By June 26th, 2014, parent involvement will increase to at least 33% as measured by attendance at our monthly PTA meetings, planned parent workshops, the number of parents registered for Engrade & Achieve 3000 accounts, and additional planned student trips and events.

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

1. The following programmatic details and resources will be used to support the strategy/activity of this identified goal:
 - Monthly meetings with the PTA Executive Board in collaboration with our school’s administration and Family Worker to plan all upcoming meetings and events
 - Scheduling the distribution of student awards (i.e. 100% Attendance, Principal’s Student of the Month, etc.) at PTA meetings
 - Scheduling student performances and work presentations at PTA meetings
 - Schedule planned student events, trips, and showcases
 - Utilization of the School Messenger Phone System for reminders and updates
 - Provide workshops on Engrade, Achieve 3000, & ARIS for families during PTA meetings and on a monthly basis

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).
 This goal is directly aligned to our school mission that states we want to “create an academic partnership with families of our school community. The achievement of said goal will not only foster this partnership but create additional opportunities for personal and academic success within our school’s community

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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	Achieve 3000, SPIRE, Finish Line	Small group instruction, Pull out groups, one-to-one	During the school day, after school, Extended-Day program
Mathematics	Carnegie Learning materials, Teacher created materials, Finish Line, Learn Bop Achieve 3000	Small group instruction, Pull out groups, one-to-one	During the school day, after school, Extended-Day program
Science	RTI through the Inquiry Process Smart Science Achieve 3000	Small group instruction	During the school day
Social Studies	RTI through the Inquiry Process Achieve 3000	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling, Social Worker, School Psychologist	Crisis Intervention Team meets weekly to discuss individual students regarding attendance, behavior, concerns, and educational progress	During the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	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.

As a brand new middle school, it is of the utmost importance that candidates for vacancies are "Highly Qualified" and will also fit into the established culture of lifelong learning. The steps taken to ensure that "Highly Qualified" teachers are recruited and retained are as follows:

- Highly Qualified teachers are interviewed from New Teacher Finder, The Open Market Transfer System, and The Absent Teacher Reserve Pool. As a small school, dual licensed teachers are preferred.
- Our Network Human Resources Director then verifies the credentials of all candidates to ensure valid NYS certification in vacancy areas and identify, if any, poor attendance history.
- The BEDS survey is utilized to ensure that all certified teaching staff are within licensed areas.
- All new teachers are then assigned mentors who provide support both inside and outside of the classroom. Mentoring sessions include, but are not limited to, the following: classroom management, lesson planning, data collection and analysis, effective grouping, active engagement, meeting the individual needs of learners, and additional best practices in teaching. Mentoring sessions allow for collaboration and capacity building.
- Common planning time for ELA & social studies and math & science is programmed into teachers' weekly schedules. Teachers utilize this time for professional development and curriculum planning (lessons, units, pre & post assessments, etc.) In addition, there is also a 50 minute Inquiry Team meeting scheduled each week to focus on data collection and meeting the individual needs of learners.
- Multiple opportunities for professional development are also being provided to our staff on a weekly basis through our Network Support Specialists and The Center for Integrated Teacher Education (CITE) on a bimonthly basis. Topics from both include meeting the demands of the CCLS, differentiating to meet the needs of ELLs and SWDs, active engagement, providing standards-based feedback, and additional best teaching practices.

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).

All staff members attend focused professional development offered by our Network. Topics include but are not limited to UDL for special education and general education teachers, Danielson's Framework for Teaching, ELL information, Special Education compliance and meeting the needs of SWDs, and ways to support the Citywide Instructional Expectations. Staff members are responsible for attending PDs, debriefing with administration and turn-keying necessary information and material to pertinent staff members.

Targeted staff members attend professional development offered by the city. Topics include but are not limited to Respect for ALL, supporting the Extended Student Conferences, and meeting the needs of ELLs. Staff members are responsible for attending PDs, debriefing with administration and turn-keying necessary information and material to pertinent staff members.

CITE consultants have been contracted to provide professional development for small and large groups of staff members (teachers, principal, and paraprofessional).

- Dual language planning and professional development began in the summer and continues through coaching sessions. Teachers in this program have been working with the consultant on curriculum development and establishing a foundation for dual language teaching. In addition, the individual needs of each participating teacher is being met through on-site coaching and debriefing.
- Small groups of teachers are provided with monthly professional development followed up with a focused coaching session on that month's topic. By providing this targeted PD in such small groups, teachers are able to obtain

individualized assistance and focused feedback on their specific teaching needs.

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

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

The coordination and integration of Federal, State, and/or local funds are used to provide students in temporary housing (STH) with school uniforms, curriculum materials and supplies, and targeted interventions and supports in the classroom that will help them to meet the standards set by CCLS. In addition, funds are also being used to support students in our Saturday Academy and Tuesday/Thursday after school program utilizing two online academic intervention programs; Achieve 3000 and LearnBop.

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.

TA Schools Only

Use of Program Resources

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

The TA program resources are being utilized in a number of capacities in order to ensure that our students meet proficiency in both English language arts and mathematics.

- Funds have been distributed in accordance with the minimum 1% Parent Involvement, 5% Highly Qualified Staff, and 10% Professional Development.
- Funds are being utilized to supplement and expand on the NYC Extended Conference initiative which will engage families in discussions regarding how their students are doing in meeting the demands of the CCLS aligned assessments. Families will also engage in discussions about ways to support their child in meeting these demands outside of school hours.
- Funds are being utilized for staff coverage to attend Network and NYC professional development sessions. Topics for PD sessions include but are not limited to:
 - Lesson planning to meet the demands of the Common Core Learning Standards
 - Utilizing the “Gradients in Text Complexity”
 - Applying academic rigor in all lesson planning
 - Meeting the needs of ELL’s and SWD’s
 - Providing students with standards-based commentary
 - UDL for Special Education & General Education Teachers
 - Shared Path for Special Education
 - Meeting the Citywide Instructional Expectations
 - Using the Danielson Framework for Teaching to enhance teacher practice
 - Using Achieve 3000 as a targeted literacy intervention to increase students’ lexile levels
 - Using Smart Science as a content literacy intervention
 - Using LearnBop as a targeted mathematics intervention

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).

As a brand new middle school, it is integral that all teaching staff quickly evolve teacher practice and pedagogy to meet the demands of the Common Core Learning Standards and the Danielson Framework for Teaching in an expedited manner. A clear and focused professional development plan has been put in place to establish systems and structures while at the same time targeting curriculum and instructional needs. The following coordination with the regular program has been established:

- Staff participation in Network and NYC professional development
- Consultants from the Center for Integrated Teacher Education (CITE) have been contracted for focused professional development that align with the goals of the school.
- CITE on-site coaching and follow-up debriefing sessions for individual teachers
- Professional development focused on in-class AIS through small-group instruction and the use of three computer-based intervention programs (Achieve 3000, Smart Science, and LearnBop)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, M.S. 311Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. M.S. 311Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

The Corona Arts & Sciences Academy (CASA – MS 311) will support parents and families by:

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

M.S. 311Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, M.S. 311Q will:

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

CASA – MS 311 will further encourage school-level parental involvement by:

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

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

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

M.S. 311Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 311
School Name Corona Arts and Sciences Academy		

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 Beth Hert	Assistant Principal N/A
Coach Kujtim Daliposki	Coach Emelin Taveras
ESL Teacher Melida A. Barbosa	Guidance Counselor
Teacher/Subject Area Adriana Baiata/Science	Parent Maria Cortez
Teacher/Subject Area Sergio De Mesa / ELA	Parent Coordinator N/A
Related Service Provider N/A	Other Stephanie Ruiz, Family Worker
Network Leader(Only if working with the LAP team) N/A	Other Emelin Taveras, Advisory Cnslr

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.	1	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)	98	Total number of ELLs	44	ELLs as share of total student population (%)	44.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	4

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	0	0	0	0	0	0	0	0	0
Dual Language	9	0	0	9	0	0	1	0	0	19
ESL	10	1	1	12	0	4	3	0	2	25
Total	19	1	1	21	0	4	4	0	2	44

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	EL	EP	EL	EP	EL	EP										
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	19	14	0	0	0	0	19	14
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	19	14	0	0	0	0	19	14											

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: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>14</u>
	Other: <u> </u>

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							24							24
Chinese							2							2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	26	0	0	0	0	0	0	26

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)							15							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)							1							1
Advanced (A)							29							29
Total	0	0	0	0	0	0	45	0	0	0	0	0	0	45

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	15	15	0	0	30
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24	0	6	0	5	0	0	0	35
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In addition to 2013 NYSESLAT data, MSQ311 is also utilizing data collected from our MOSL assessment selections, Scantron Performance Series, and Achieve 3000, a computer based literacy program, which provides students with a baseline assessment in either English or their native language. Student progress is assessed and lexile levels are calculated. Native language support is provided when necessary based on the baseline assessments. The data sets show that our students are in need of writing skills such as the ability to cite textual evidence and following specific English language conventions (i.e. run-on sentences, subject-verb agreement, transitions and structions). Utilizing data sources, teachers will determine which component (decoding, fluency or reading comprehension) they will use to plan and differentiate their instruction accordingly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a brand new middle school currently serving only grade 6, our NYSESLAT data has shown that our ELL students are performing lower in the writing section than any other tested modality. Out of the 44 ELL students currently on our roster, the 6 Beginner ELLs are showing trends of performing higher in listening and reading than speaking and writing. There is only 1 Intermediate ELL student so obtaining trend data is not feasible at this time. Our 28 Advanced ELLs are showing increased proficiency for the speaking and listening modalities.

The majority of new admits for this school year were from Spanish speaking countries. The majority of these students were tested but unable to answer any parts of the test. When the LAB-R was administered, 7 out of 10 students were unable to answer any parts of the test. However, they performed above 70 percentile in the Spanish Lab-R.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

RNMR is not available as of 1/28/14

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?

The patterns identified across our ELL population indicates that students are showing difficulty with writing as evidenced by the 2013 NYSESLAT and MOSL baseline assessments. Once available, we will analyze the results of the ELL periodic assessment to further our instructional decisions.

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](#).)

We are a middle school in our first year only teaching 6th grade during the 2013-2014 school year. This questions does not apply to us.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers throughtout the building are continually assessing students to identify where scaffolds are necessary and/or accommodating their instruction accordingly. In addition to classroom level scaffolds and individual student conferences, we are implementing the use of computer based programs such as Achieve 3000, which scaffolds the learning of English with Spanish support. In addition, the program identifies individual student lexile levels and matches text accordingly.

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?

MSQ311 is following the 50-50 Dual Language Program. 14 out of 33 students are English proficient. Among these students, 1 is a level 1 in ELA, 4 are level 2 and 7 are level 3. Our goal at Q311 is to foster our student's ability to become biliterate, bicultural and bilingual. Students in our dual language program are administered classroom level assessments in both English and Spanish. Classroom level data is collected to assess proficiency in both languages. Based on the data collected, our English proficient students have a good

command of the second language, in this case, Spanish but can benefit from consistent exposure to reading, writing and listening of the target language to improve reading comprehension and expository writing skills.

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

As a brand new school, we do not currently have historical data. Moving forward, we will evaluate the success of our new programs for ELLs by analyzing NYSESLAT and NYS Assessment data for growth trends in modalities and targeted skills respectively.

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](#).) MSQ311 follows the mandated protocols to place ELLs within 10 days of registration. The bilingual staff comprised of a School Aide (Regla Pineda), Family Worker (Stephanie Ruiz), Advisory Counselor (Emelin Taveras), and ESL Coordinator (Melida A. Barbosa) assist parents in the enrollement process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Language is identified to be other than English, the LAB-R is administered within the 10 day time period by a licensed ESL teacher - Ms. Melida A. Barbosa. For Spanish speaking students, the Spanish LAB-R is also administered. If the student scores below proficiency on the English LAB-R, he or she is identified as an ELL. In addition, during this process, parents will participate in a Parent Orientation during which they are informed of the three educational programs offered by the DOE (TBE, Dual Language or Free-Standing ESL). The parents then select the program of choice. If the parents choose a program not currently offered at our school, the ELL coordinator will explain the programs currently in place as well as inform the parent that they also have the right to register at an alternate school that has the chosen program.

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. We utilize the DOE Parent Orientation Video within the 10 day period of the student being admitted into the NYC school system. The video explains to parents the three educational programs in their home language. After viewing the video, bilingual staff assist parents with answers to any questions that arise. Once it is clear that parents understand all program choices and all questions have been answered, they complete the "Parent Survey" and "Program Selection" form. Eligible students are administered the LAB-R to determine level of English language proficiency and then are placed into the program selected by their parents. If parents choose a program not currently running in our school (i.e. TBE) that also has insufficient parental requests, they will be offered the option of transferring their child to a school that is currently running that bilingual program or placing his/her child into free standing ESL or dual language.

Other opportunities for receiving information on ELL programs are available during PTA meetings, "Back to School Night," and parent-teacher conferences. In addition, our school's Family Worker and ELL Coordinator continue to reach out to parents to ensure that communication is maintained. As our school is growing, we are also planning to conduct future open house sessions where our Dual Language and ESL programs are highlighted.

The goal is to ensure that ELL students and their parents understand that they have the choice of free-standing ESL, Dual language, or Transitional Bilingual program options. In addition, our goal is to ensure that the parents of the students are both informed and fully confident in the class placement decision-making process.

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

Once a student is identified as having a home language other than English, parent choice letters are issued by ELL Coordinator

(Melida A. Barbosa). Once the parent decides on their program of choice, the student is placed in the requested bilingual (dual language) or ESL program and letters are sent home via mail. All returned Program Selection forms are securely stored in our ESL file located in the school's main office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

When a student comes to Q311 for initial registration, Melida Barbosa, certified ESL teacher who speaks Spanish, administers the HLIS to the parents. Subsequently, she will conduct the informal oral interview with the student in English and in the native language as well as the Lab-R if student Home Language is identified as other than English. If the student is identified as an ELL, his/her parent will have a parent orientation. Parents then select the program of their choice and MSQ311 honors the parental choice as long as the program is offered. If parents choose a program not currently running in our school (i.e. TBE) that also has insufficient parental requests, they will be offered the option of transferring their child to a school that is currently running that bilingual program or placing his/her child into free standing ESL or dual language. Placement letters will then be distributed and copies will be kept secure and on file in the ESL cabinet located in our school's main office. The ELPC screen will be updated in ATS within 20 school days. Currently, our student population is largely Spanish speaking therefore parents have access to interpreters at all times during the process. For the 2 chinese family and 1 Bengli family we are working hard to ensure that we have written materials in their language and interpreters available whenever necessary.

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.

Students identified as eligible (ELLs) to take the NYSESLAT exam will be scheduled for each of the sections required. This will be done in accordance with the NYC testing calendar which is open this year for NYSESLAT from April 9 - May 16, 2014. ATS reports (i.e. RLAT and RESI) to determine NYSESLAT eligibility will be utilized by applicable staff. A testing schedule will be created by Ms. Hert, the school's Principal and Mr. Daliposki, the Testing Coordinator, to ensure that all sections are administered to all students and testing modifications for SWDs are adhered to. All parts of the assessment will be administered by Ms. Barbosa, the ELL Coordinator. Make-up sessions will also be scheduled for students who missed any/all parts of the assessment. The results of this assessment will be used to place students according to the level of proficiency they achieve. The speaking modality is administered individually by a licensend ESL Teacher, Melida A. Barbosa. A rubric is used to determine their scores. The listening, reading, and writing modalities are administered according to their grade in a group setting. The ELLs with special needs are tested based on IEP criteria. The scoring of the writing modality is done at the school by licensed ESL teachers using the writing rubric provided. Teachers are not allowed to score their own students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The school will monitor parent choice using the ELPC report in ATS.

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])?

Q31 I currently runs classes designated as English as a Second Language (ESL) and Dual Language programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs) in order to support the development of English proficiency and literacy in an academic context. Both of these programs run from September through June. Certified ESL teachers and teachers currently working towards ESL certification are delivering services. All students at the beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week in a self-contained model. In addition, although students at the advanced level are required to receive only four periods (180 minutes) of ESL instruction, our students are being overserved with eight periods (360 minutes) of ESL instruction (three periods through the push-in model and five periods departmentalized).

Instruction for ELLs has been aligned with the Common Core State Standards, and delivery of ESL services is provided through a combination of a push-in, co-teaching model, and self-contained ESL classes in mathematics, science, and social studies. ELLs in our dual language class free-standing ESL classes are provided with four or five periods of self-contained, content-infused, ESL instruction in addition to four or three periods of ESL push-in services during English Language Arts (ELA) or Social Studies. ESL teachers support their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating ESL strategies into content instruction. During content area co-teaching periods, ESL educators teach processing and literacy skills in order to help make content comprehensible to ELLs.

During the self-contained ESL periods of instruction, ESL teachers provide focused content and standard based instruction in the development of language and literacy. ESL teachers are incorporating programs procured through the ELLs Dual Language grant and other funding sources, into the ESL curriculum, specifically: ACHIEVE 3000, Learn Bop, Continental Press Publications, and focused Dual Language Professional Development from Center for Integrated Teacher Education (CITE).

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Through teacher-student conferences progress, is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through the Writer's Workshop during the designated literacy period. Assessing and conferring will result in progress made and instruction required. ESL strategies and classroom structures include daily source book writing, vocabulary building activities, leveled libraries, and the use of technology. In order to ensure that ELL students meet the Common Core State Standards, the ESL programs is developed with each students specific goals and needs in mind. This approach targets a variety of language levels and affords smaller learning environments. Additional support is provided through Title III after school program.

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

ESL teachers deliver 360 minutes of ESL instruction per week to all beginner and intermediate level ELL students. All advanced

ELL students are provided the minimum 180 minutes of ELL instruction per week but are over serviced with 360 minutes of ELL instruction. The students in the Dual Language program receive 180 minutes of Native Language Arts instruction per week. All students, regardless of class designation, receive 360 minutes of ELA.

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.

Our ELL students currently enrolled in Free-Standing ESL are receiving all instruction in English. All instructional materials in Free-Standing ESL classes are in English however, Native language support is provided to facilitate comprehension. In addition, resources such as, glossaries and dictionaries are always available.

ELL students in our Dual Language program are following a 50-50 model, receiving instruction equally in both English and Spanish. In our Dual Language program, Science and Social Studies are currently being taught using the 50-50 model alternating days between English and Spanish texts (Eastern Hemisphere and NY Science). We are utilizing texts in the two languages to teach content sequentially while assuring comprehension and retention. Teachers are using realia, visuals and other resources such as glossaries and dictionaries to ensure that input is always comprehensible while at the same time maintaining its rigor. Teachers are currently receiving professional development on how to align all instruction to meet the demands of the CCLS. They have been trained to use the CCLS to plan, deliver, provide interventions and assess to ensure that ELLs are receiving rigorous instruction aligned to the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students will be assessed in their native language through teacher created assessments, Spanish LAB-R, and the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers constantly assess ELLs in all four modalities. Teachers assess speaking in terms of specific tasks to determine pronunciation, intonation, fluency etc. Teachers assess listening through read aloud, peer to peer work and whole class discussions. Students are asked to read 25 books based on their Lexile level and also complete CCLS tasks based on unit themes. Teachers use baseline writing assessment data as well as data from the NYC Performance Assessment and Achieve 3000 to provide required interventions. Teachers design assessments that include multiple choice questions, open-ended questions, data based questions, essay writing etc. to ensure that students will have become grade-level proficient in all four modalities. Informal assessments are done on an on-going basis and formal assessments are administered at the beginning of a unit to identify areas of instructional need and at the end of a unit to assess content knowledge gained. Midpoint assessments are also administered by teachers however, their number and frequency are determined by student progress during each unit.
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).

Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. This includes the Home Language Identification Survey (HLIS), Language Assessment Battery-Revised (LAB-R), and the Oral Interview Questionnaire. However, we have designed a plan for SIFE students that will support their educational needs and progress while simultaneously maintaining high expectations of this population. At the beginning of the school year the ESL coordinator in conjunction with various instructional team members will monitor incoming students to ensure that students are assessed for possible SIFE designation. The following step will be followed to ensure that students are appropriately placed: writing samples in English and their native language will be collected and analyzed, teachers will refer students that they believe may have had interrupted formal education, academic records will be reviewed to determine whether student were identified as SIFE, on-going informal assessments will be done by all teachers, and as needed, student's and/or parents will be interviewed to gather information that will allow MSQ311 to provide the student with instruction he or she requires.

b) As is with all students, parental involvement and communication is key to student success. For newcomer students a strong home-to-school connection is critical due to the fact that they are not only navigating a new school system but an entirely new culture simultaneously. Therefore, MSQ311 has designed an instructional program for this population that focuses on creating a solid home-to-school relationship while simultaneously holding students to high expectations. Our newcomer ELLs are supported through the use of scaffolding, differentiation and countless other ESL strategies. However, they are expected to improve and show progress as all CASA students are. In our classrooms, students are grouped based on quantitative data collected from content specific pre-assessments. Newcomer ELLs are provided with pre-assessments in their native language to assess their content knowledge versus their language ability in the content area. During the work period, tiered activities are used on an on-going basis to target the varied language proficiency needs

of each student. In addition, Extended Day ELA and MATH is provided and is programmed according to English proficiency levels. Lessons are designed with the needs of all our ELLs in mind therefore the necessary scaffolding and differentiation is included for our newcomer ELLs. In addition, modified texts and native language support (i.e. bilingual glossaries) is provided when necessary in all content areas.

c) The instructional plan for these students has high expectations at its core. These students will continue to receive the ESL infused instruction that is differentiated and scaffolded to their level while allowing for high expectations. This population of students as with all MSQ311 students are expected to perform at age and grade level. With high expectations comes meaningful grouping, data driven instruction and meaningful content that will tap into each students needs and interests. In addition, this population will benefit from AIS and extended day programs to further support their language learning.

d) The instructional plan for these students addresses their specific needs as long-term ELLs. At MSQ311 our goal is to move these students to language proficiency by providing them with data driven individualized instruction, AIS services and Extended Day programs. In the classroom, instruction about grammatical forms and structures will be imbedded in meaningful activities. ESL instruction will integrate literacy with academic content. Teachers will continue to draw on students' cultural and linguistic backgrounds and life experiences to aid in connections made between this population and the areas of study. These connections will motivate students toward their language learning goals.

e) The instructional plan for these students include providing all ELL accomodations in addition to AIS services and Extended Day programs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment.

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?

MSQ311 is currently using 6th grade specific texts for Social Studies, Science, and Mathematics. Texts are provided in Spanish for Newcomer students and/or students currently in our Dual Language Program. The instructional team supplements these with texts with modified versions or excerpts on an as needed basis. In addition, English language use is adapted to meet the students' level of proficiency. Incorporating strategies such as chunking; having students restate complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; providing explicit explanations of key words and special or technical vocabulary; using demonstrations or role playing to illustrate a concept; allowing time for students to discuss what they learn and to generate questions in areas that require clarification; and providing explanations for the lanugage used in the classroom. Teachers allow students to share their explanations and/or thinking before writing them down on paper. These stategies allow the content to become comprehensible input.

At the beginning of the school year, the licensed Special Education teacher (Kate Federman) and ESL Coordinator (Melida A. Barbosa) generate a list of ELL-SWDs and all their mandated services. This list is then distributed to the applicable staff to make them aware of the modifications that need to be put in place to meet the needs of these students. Currently, ELL-SWDs are in our Free-Standing ESL class and they are receiving Push-In ESL support. Currently, we only have two students whose IEP mandates bilingual instruction and they have been assigned an alternate placement Para Professional (Teodosia Cediel).

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?

Due to our small school population of only 98 students, we currently only have three 6th grade classes. In order to meet the needs of our ELL students, our classroom instruction and content curriculum are highly differentiated. This is evident through teacher lesson plans, curriculum materials, classroom level grouping based on formal and informal data collection, and leveled libraries. Due to our school size all students includeing ELL-SWDs are interacting with one another constantly. Currently our ELL-SWDs are in our Free-Standing ESL classroom and have access to general education peers continously. This classroom is taught as an ICT model to provide the students with the additional support if they require it but allow them the freedom to also work independtly alongside their ELL peers.

Courses Taught in Languages Other than English ⓘ

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

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

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- 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:	Spanish			
Math:				
Science:	Spanish			

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

MSQ311 is currently delivering instruction in all content areas utilizing ESL strategies, as well as providing students with the individualized differentiated instruction and scaffolding strategies. Strategies such as, activating background knowledge, modeling, the use of realia and visuals, hands-on activities are infused throughout our curriculum in every content area. ELLs receive instructional support through push-in ESL services, specifically in ELA. In addition, all content area teachers have extensive training in using ESL methodologies to promote language development and content acquisition, emphasizing Tier II vocabulary words. Teachers use a large array of scaffolding techniques and multiple entry points to differentiate instruction to better meet the needs of each student. For example, in ELA modified texts are used to chunk large texts to decrease anxiety associated with reading long texts and increase comprehension. In Math, the use of manipulatives allows ELLs to understand concepts and lower their affective filter so that they begin to feel comfortable taking risks and using the unfamiliar language associated with Math. In Science, incorporating music to concepts such as the Steps of the Scientific Method allows students the access to the language without the anxiety associated with having to speak in front of a large group in a language other than your own. Similarly, in Social Studies the use of Video to introduce unfamiliar topics such as Ancient Egypt provide students with the background knowledge that will lower their affective filter and make them more willing to participate and thus acquire knowledge. Specifically, for Science and Social Studies the strategies discussed are presented in both Spanish and English. These strategies are not only ELL strategies, but they work well for all types of students. These strategies target multiple intelligences thereby facilitating the acquisition of both language and content knowledge. In addition, small group instruction is provided during Academic Intervention, lunch time tutoring, and the start of our Saturday Academy and After School Program.

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

Since MSQ311 is in its first year the effectiveness of these programs are not quantifiable as of yet. However, the students have received informal baseline assessments that will allow teachers and administrators to capture growth as the school year continues. In addition, the student performance in all content areas will inform MSQ311 of the effectiveness of the programs currently running.

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

As MSQ311 reflects, on the performance data associated with each program and/or intervention we will decide what will remain and what can be replaced or supplemented. These decisions will be made once we have enough quantifiable data to indicate the success or lack thereof for each intervention and/or program.

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

Not applicable - brand new school

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

MSQ311 provides students with a morning athletic program in conjunction with CHAMPS that is open to all students. The notices about the program were published in various languages to meet the needs of our ELL population.

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

As mentioned previously, we are currently using supplemental computer-based programs in the content areas; specifically ELA, Social Studies, Mathematics, and Science. In addition, they are being utilized during AIS periods. Some of these programs provide language support and scaffolding for ELLs. In cases where the program does not imbedd ESL support the classroom teacher is providing language support on an on-going basis to ELLs. This is achieved by providing texts in the native language as necessary. In order to meet the testing modifications requirements we also provide each ELL with a pocket size word to word translation dictionary in their native language and photocopies of bilingual glossaries in the available languages in math, science, and social studies. It is crucial that the students use these dictionaries and glossaries everyday so that this tool becomes part of their routine and they will be comfortable using it on the NYS assessments such as, ELA, math, & science. During instructional periods students are encouraged to use regular bilingual dictionaries in conjunction with these translation dictionaries.

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

Native language support is essential to the English language learning process. For ELLs to be successful the most efficient and effective method of instruction is instruction infused with native language support. At MSQ311, we have designed an ESL

program that has native language support at its core. We have made it a priority to ensure that texts are available in student's native language, so that they may transfer the skills that they have in their native language to their English language learning. We know it is important to use the skills that students already have to fortify their language learning.

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

At MSQ311 we understand the importance for scaffolding up to student learning. As middle schools students, our population requires certain support and services and this does not change in any way for ELLs. The only aspect that changes is that we have to design different paths of getting to the same goal. We strongly believe in the use of scaffolding to utilize age and grade level materials. In our classrooms, this is achieved through the use of supplemental materials, glossaries, dictionaries, technology and student-to-student interaction and collaboration. These paths will allow our ELLs to meet the same goals as their English dominant counterparts.

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.

ELLs who enroll before the school year are well informed about the different programs provided by our school. In addition, all ELLs, despite enrollment date, receive on going guidance by their homeroom teachers, our Advisory Counselor, and additional instructional staff as needed.

18. What language electives are offered to ELLs?

MS 311 does not offer any language electives outside of our Dual Language program at this time.

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)?

a) Instruction in the Dual Language program is provided sequentially and alternates English to Spanish from one day to the next. We begin our week of instruction in English and end our week of instruction in Spanish. The model being used is a 50/50 model.

b) During Social Studies and Science Dual Language students are integrated 100% of the time. Grouping is determined by baseline content assessments provided in the native language. This ensures that ELLs are being tested for content knowledge rather than solely on their English language proficiency. Students receive ELA and Mathematics in English with native language support as needed.

c) Language is separated by instructional periods. Languages alternate by day and content & is taught sequentially through both languages. Social Studies and Science Dual Language is taught by one Dual Language teacher.

d) A self-contained Dual Language model is being used during which one teacher provides Social Studies and Science instruction sequentially through the use of two language English/Spanish that alternate by school day.

e) Content literacy is being taught at grade and age appropriate levels. When necessary ELL accommodations and modifications are made. Both languages are taught simultaneously following the 50/50 model.

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.

In order to establish high quality level of instruction, ongoing professional development on ELL strategies and methodologies and research-based best practices are being offered through staff development sessions, faculty meetings, one-on-one teacher conferences, and pull-out PD with follow-up coaching. Staff Development sessions are facilitated by the principal, teachers, coaches, ELL coordinator, city and network ELL experts, and outside providers such ACHIEVE3000, Learn Bop, Smart Science, & the Center for Integrated Teacher Education (CITE). Topics to be covered over the course of this school year include curriculum alignment to the CCLS, differentiating instruction, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc. Our ELL staff has attended PD offered by our Network 606 on 11/8/13, 12/12/13, 1/7/14, 1/24/14, 1/28/14, and 2/10/14.

Through the various opportunities for professional development teachers are provided with tools, scaffolding strategies and structure for fostering student learning. They incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input, the entire instructional team and administrative staff assesses the professional development needs and plans meaningful and relevant workshops with follow up coaching sessions that make connections between theory and best practices based on scientific research. Professional development takes place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices to provide our students with the necessary tools to develop language proficiency. As a brand new small school, we currently do not have a Guidance Counselor on staff.

The required minimum 7.5 hours of ELL training to all staff will be conducted during common planning periods, and our three school-wide conference days. Teachers cycle through ELL professional development workshops of a half hour, an hour, and an hour and thirty minutes in duration, respectively, during the opening Chancellor's Conference Day, Election Day, and Chancellor's Conference Day in June. Professional development sessions regardless of their format will continue to provide ESL teachers with the support system they need to effectively plan lessons so that our students will achieve linguistic and academic success. Records of these sessions are kept on file in the main office.

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. Since our school is 93% ELLs or former ELLs this particular population is very active in our school community. At the beginning of the year, parents voted to have a Parent-Teacher Association (PTA) and meetings have been occurring monthly. Our school's Family Worker is communicating with parents regularly about their needs and/or concerns and bringing those to the PTA meetings. MSQ311 and its teachers are developing ways of utilizing our ELL parent population and everything they have to offer in our classrooms. The goal is to continue to foster the home-to-school connection through parental involvement.

As a new small school, MSQ311 is fortunate to be able to provide opportunities for parental involvement that are open to all parents. All parents are offered training sessions about specific school-wide technology programs currently in use such as, Engrade. During Back to School night, parents received information on the use of Engrade and how it can help foster communication between parents, students and teachers. Ms. Emelin Taveras, bilingual Advisory Counselor provided ELL parents with a workshop in their native language that conveyed the importance of monitoring Engrade regularly to follow their child's academic progress.

2. Currently MSQ311 has not partnered with other agencies or Community Based Organizations to provide workshops or services to ELL parents however, we are exploring available options and are open to partnerships in the future. At the present time, our PTA Executive Board is in communication with Popular Community Bank to provide financial workshops and services to our families.

3. As a brand new school, the ELL coordinator, Family Worker and the instructional staff are currently communicating with parents and the PTA to assess needs. The PTA is in the process of creating a parent survey to identify specific school community needs. In addition, they plan for guest speakers at monthly PTA meetings to help families with topics of interest (i.e. immigration, financial advice, etc.). Translation services are available at all school events by school staff. All notices home are translated.

4. As a new school we are still in the process of developing a system to identify parental needs and the activities that will address those needs. Our PTA was established in October. We are continuing to develop the systems in place to encourage parental involvement and design activities accordingly.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Corona and Sciences Academy

School DBN: Q311

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Hert	Principal		1/28/14
N/A	Assistant Principal		
N/A	Parent Coordinator		
Melida Barbosa	ESL Teacher		1/28/14
Maria Cortez	Parent		1/28/14
Adriana Baiata/Science	Teacher/Subject Area		1/28/14
Sergio De Mesa/ELA	Teacher/Subject Area		1/28/14
Kujtim Daliposki	Coach		1/28/14
Emelin Taveras	Coach		1/28/14
	Guidance Counselor		
	Network Leader		
Stephanie Ruiz	Other <u>Family Worker</u>		1/28/14
Emelin Taveras	Other <u>Advisory Counselor</u>		1/28/14
	Other		
	Other		