



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THOMAS C. GIORDANO MIDDLE SCHOOL 45

DBN (i.e. 01M001): 10X045

Principal: ANNAMARIA V. GIORDANO

Principal Email: AGIORDA3@SCHOOLS.NYC.GOV

Superintendent: MELODY MASHEL

Network Leader: MARIA QUAIL

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
Annamaria Giordano	*Principal or Designee	
Timothy Wilson	*UFT Chapter Leader or Designee	
Carmen Rentas	*PA/PTA President or Designated Co-President	
Fanny Hardin	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	
Steven Lawson	Member/ UFT	
Joan Ingram	Member/ CSA	
Yokayra Fernandez	Member/ Parent	
Zeferina Aguilar	Member/ Parent	
Hermelina Mendez	Member/ Parent	
Patricia Ortega	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 10X045

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	797	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.1%	% Attendance Rate		91.0%	
% Free Lunch	91.7%	% Reduced Lunch		5.0%	
% Limited English Proficient	18.3%	% Students with Disabilities		19.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American		13.1%	
% Hispanic or Latino	81.9%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	3.2%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals		4	
# of Deans	1	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	1.4%	% Teaching Out of Certification		15.8%	
% Teaching with Fewer Than 3 Years of Experience	12.9%	Average Teacher Absences		6.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.7%	Mathematics Performance at levels 3 & 4		9.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		36.8%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.1%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the school's 12-13 SCEP were based on the collaboration between school constituents in the development of the document. When the voices of parents and school personnel come together in an effort to really get at the heart of what matters most for school improvement, the result is a document like the 12-13 SCEP. We focused on the areas that we felt would have a large impact on the school including teacher progress on Danielson's rubric, engaging in the common core and professional development. In addition, to address school environment we had a goal related to school wide PBIS as well as one to address parent engagement.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement were:			
<ul style="list-style-type: none"> • Increasing teacher effectiveness on Danielson's rubric specifically areas related to 3b, 3c and 3d • Engaging all students including English Language learners (ELL) and Students with Disabilities (SWD) in common core units of study • Professional development for teachers on multiple points of access for our ELL and SWD's • Improving school environment with a focus on Positive Behavior Intervention Supports (PBIS) • Increasing family involvement with the school 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges to developing the 12-13 SCEP included the necessity to base goals on the JIT review from 2010. We felt a shift from the findings of that document to more pressing areas of need that had to be addressed. For example the Citywide Instructional Expectations (CIE) and the focus on the Common Core were not focus points for the JIT, where they certainly were for us as a school in 12-13. In terms of implementation, having funding sources available from the beginning of the year would have been more beneficial as it is better to plan for the year at the beginning of the year.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
In ELA all students engaged in five common core aligned units of study. Teachers of ELL and SWD did receive professional development in creating different access points for SWD's. PBIS did result in successfully reducing School Wide Information System referrals. Fighting was reduced by more than 7% and infractions in the hallways similarly were reduced by more than 7%.			
Were all the goals within your school's 12-13 SCEP accomplished?			
	Yes	X	No
If all the goals were not accomplished, provide an explanation.			
Setting a goal for 80% of our teachers to move up a competency level in the areas of 3b, 3c and 3d was not realistic as some teachers did make great strides (see evidence in Quality Review 2012-2013 in Things School Does Well Section) in their practice by moving in perhaps one or two of those three competencies, but moving in all three was not seen at a level like 80%. In addition our goal related to Family Engagement did not get the kind of attendance we were looking for at our workshops. Attendance stayed the same or showed a moderate increase. Only 25% of parents signed up for Engrade by the last marking period of 2013. The SLT feels very strongly this goal can be accomplished in the 2013-3014 school year with an increase in communication with parents.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			
X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Anticipated barriers in developing and implementing the 13-14 SCEP			
<ul style="list-style-type: none"> • Funding availability after the school year started. For example, funds that could have paid a salary for an intervention 			

teacher were unavailable in August/September.

- Working within the confines of the United Federation of Teachers (UFT) contract. For example, requesting teachers to meet in Professional Learning Communities (PLC's) beyond what the contract calls for is frequently pointed out to administration by the UFT Chair.
- Curriculum deliveries for Common Core materials were not timely and put us behind in beginning implementation of our units of study

List the 13-14 student academic achievement targets for the identified sub-groups.

Student achievement targets for identified subgroups

- Middle School 45 is under the Chancellor's expectation for 92% attendance. Students with current attendance rates between 85 and 91% are being targeted for additional intervention. Some of these students are also our lower 3rd, English Language Learner (ELL) and special education students.
- ELL students will increase one level of proficiency on the NYSESLAT
- Special education students will be moved to a least restrictive environment whenever possible following a review by the Pupil Personnel Team (PPT)

Describe how the school leader(s) will communicate with school staff and the community.

School leader communicates to staff in the following ways

- Opening Day power point detailing goals both within the school and citywide
- Cabinet meetings with administrative team who then organize and help implement PLC's
- Weekly newsletter, including celebration of staff members who are in spotlight for strong teaching practice or collaboration
- Frequent memos apprising staff of initiatives and changes

Describe your theory of action at the core of your school's SCEP.

The theory of action for our school's SCEP is grounded in the Citywide Instructional Expectations. Our curricula is fully aligned for ELA and Math to the Common Core Learning Standards (CCLS). Our Science and Social Studies curricula is aligned for most units of study. We have implemented the Danielson Framework for teaching as our teacher evaluation and development system. We have reorganized the school day to allow for a Focus period where students are grouped according to need with smaller student to teacher ratios using an assessment system that includes a process for data analysis.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing the theory of action includes consultation with school constituents and parents via the School Leadership Team (SLT) and teacher consultation committee. In collaboration we will utilize our budget with the help and guidance of Network staff to systematically put into place and implement the goals and action plans as put forth in the 13-14 SCEP. In addition we will look at the benchmarks for each goal as we execute the Theory of Action to assess if progress towards each goal is appropriate.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of the SCEP include

- Incorporating current data and findings to get at the heart of school improvement
- Understanding of CIE and how to maximize implementation at Middle School 45
- Common drive among school constituents to drive the school towards increased performance and progress for all of our students

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Middle School 45 has built capacity with which we will be able to effectively oversee and manage the improvement plan in the following ways

- Administrative structure which has a focal point on instruction and classroom visitation for informal and formal observations
- Network of coaches and instructional facilitators to help drive the work and provide opportunities for teachers to access assistance with areas of need surrounding curriculum and implementation of the Common Core

- Professional Learning Communities that are organized both across content as well as within grade level team and mini-school structure so there is a two-fold approach to looking at student work to both improve student outcomes as well as to develop curriculum enhancements

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Enhance the consistency of teaching strategies and instructional tasks that promote higher level thinking so student work and discussions engage students as owners of their own learning...in nearly all classrooms, questioning was entirely teacher led and students were not required to refer to text or use academic language.			
Review Type:	Quality Review	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, school leaders will engage in a frequent observation and feedback cycle for all teachers using the Danielson Framework which will result in 80% of teachers rated effective in 3b and 3c

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. School leaders calendar and conduct a minimum of four classroom observations and provide feedback on teacher practice across competencies 3b and 3c. 2. Consultant working with content area teachers on student engagement, questioning and rigor. Establishment of lab sites with consultant, purchase of supplemental resources, and library books (Follett) to support reading workshop implementation with consultant, purchase of textbooks to support work in other content 3. Minimum of four classroom observations to observe practice across competencies 3b and 3c. 4. Teachers and school leaders engage in ongoing common planning meetings (by content/once a week) where teachers can look at student work and design common core tasks and assessments that are aligned to the standards. 5. Core curriculum implemented by math (CMP3) and ELA (expeditionary learning) teachers including I ready instructional books 6. Implementation of Focus academy to support work during regular school day, expectations same as during school day focus for level of questioning and engagement
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators, teachers 2. Consultant, coaches, instructional facilitators, 12 teachers used for lab sites and/or visitation, administration 3. Teachers, administration 4. Teachers, administration 5. Math and ELA teachers, administration 6. Focus Academy administration
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Administrators will monitor Advance portal to see that 50% of teachers scoring effective or highly effective in the areas of 3b and 3c 2. Following establishment of lab sites administration will see increase in HEDI rating on informal observations for teachers involved 3. Administrators will see an increase in HEDI rating across the year for teachers in the areas of 3b and 3c 4. School leaders, teachers and data team will monitor student performance in pre and post assessments and continue cycle of planning and revising performance tasks. 5. Teacher plans show evidence of core curriculum implementation including use of I Ready instruction books 6. Administrator to gauge questioning and engagement based on walk throughs
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Beginning September 2013, on-going 2. December 2013-June 2014 3. September 2013-June 2014 4. October 2013-June 2014

5. September 2013-June 2014
 6. January 2014-May 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Advance web application
 2. Consultant for 20 days @, per diem rate coverage for 3 teachers 1 period a day for 17 days, consultant one day @ 2500
 3. Administrative salary, copies of Danielson's framework for Teaching
 4. Extended Day allows for teachers to meet once a week for planning x 8 months
 5. NYSTL, SWP
 6. Principal per session 1@ 34 hours, supervisor per session 1@ 58 hours,

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Increase the alignment of the school's curricula with the expectations of the CCLS and instructional shifts as a lever for accelerating student achievement							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing

Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, 100% of teachers including those of ELL and SWD's will implement common core curriculum (CCLS)aligned units of study integrating multiple resources to promote rigor and questioning as evidenced by a 80% increase in Danielson component 1d demonstrating knowledge of resources in lesson planning and implementation seen in the informal and formal observation cycles.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Teachers meet in grade level teams during content common planning sessions once a week to plan lessons aligned to CCLS using multiple resources
 2. Teachers use LSW protocols to analyze mid-unit, end unit and revise CCLS aligned tasks using the Hess' Cognitive Rigor Matrix, purchase resources to support work with HESS
 3. Use curriculum consultants to trouble shoot and assist designated teachers with 'flexing', differentiation, and multiple entry points
 4. Teachers look at lesson plans and develop adjustments to curriculum units of study incorporating resources that are researched using multiple sources after school hours with the support of administration
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teachers, Coach, AP's, Principal

2. Teachers, Coach, AP's, Principal
 3. Curriculum consultants, teachers, coaches, instructional facilitators, AP's
 4. Teachers, Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 50% of teachers will be rated effective on the Danielson rubric for component 1d
 2. Administrators review Cognitive Rigor Matrix following meetings to ensure task alignment to CCLS and rigor are evident. Expect tasks to fall within a level 3 on the rubric, with some elements of level 2
 3. 50% of teachers will be rated effective on the Danielson rubric for component 1d
 4. 50% of teachers will be rated effective on the Danielson rubric for component 1d
- D. Timeline for implementation and completion including start and end dates**
1. October 2013-June 2014
 2. October 2013-June 2014
 3. December 2013
 4. November 2013-May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Extended Day allows teachers to meet once a week X 8 months
 2. Extended Day allows teachers to meet once a week x 8 months
 3. Consultant for 20 days @, per diem rate coverage for 3 teachers 1 period a day for 17 days
 4. 12 teachers for 30 hours, 30 hours for administrator time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title 1										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Ensure assessment systems enable progress monitoring of key standards so that analysis of trends informs adjustments to pedagogy and surfaces high leverage areas of feedback to students			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	6	HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, teachers will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning which will result in an overall annual 20% increase on post-tests.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Implement a strategic instruction period with reduced class size that is flexible based on student need
2. Institute a cycle of: instruction – assessment – data collection – data analysis – shift in student groupings and pedagogy within a six-eight week cycle
3. Strengthen cycle of teacher student feedback and develop student data story where students track their own progress.
4. Lightsail and Boardwork educational software used to enhance the resources used for ELA sub group populations
5. Consultant working with teachers on improving student outcomes: assessment, analyze data, shift practice

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

1. Math and ELA teachers with Focus periods, data specialists, Administration
2. Math and ELA teachers with Focus periods, data specialists, Administration
3. Math and ELA teachers with Focus periods, data specialists, Administration
4. Coach, teachers of sub group populations
5. Consultant, teachers, administrators

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

1. Students will show an overall increase of 10% in their performance on post-tests
2. Students will change or remain in groupings based on need as determined by post-tests a minimum of three times by mid-year
3. All students complete a data story following a cycle of instruction a minimum of two times by mid-year
4. Software Programs have data resources that will be collected and assessed using inquiry model
5. Students will show an overall increase of 10% in their performance on post-tests

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

1. September 2013-June 2014
2. September 2013-June 2014
3. November 2013-June 2014
4. April 2014
5. December 2013-May 2014

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

1. Teacher salary
2. Copies for materials used during Focus
3. Data Specialist meets with teachers to collect data, Specialists meet with administration, no cost for this activity
4. Educational software purchase
5. Staff development contracts

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults

Review Type: Quality Review	Year: 2012-2013	Page Number: 7	HEDI Rating: Developing
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, MS 45 will increase its implementation of Positive Behavior Intervention Supports (PBIS) as evidenced by a 7% decrease in all types of student referrals as evidenced by the School-wide Information System (SWIS).

Instructional Strategies/Activities

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

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

- Positive Behavior Intervention Support (PBIS) assembly used to kick off starbucks (incentive which can be cashed in for items in school store or experiences)
- Students will receive incentives in the form of starbucks to be used in the starbucks store and varied incentives like school dances and movie events
- PBIS team will meet monthly to review SWIS data on referrals and locations in building where incidents occur.
- Club periods once a week based on student interest
- F-status teacher used to reduce class size improving culture for learning and environment
- Focus academy after school program intended to involve students in an extended school day and increase support to their social, emotional and educational development

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

- PBIS team, teachers, administrators
- PBIS team, teachers, school aides, educational assistants, administrators
- PBIS team
- Teachers, administrators
- F-status teacher
- Focus academy teachers

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

- Increase in amount of starbucks received by students as compared to September 2012
- Increase in number of incentive events that need to be planned to accommodate the numbers of starbucks given out
- Decrease in student referrals
- Student survey on February 2014 to assess likability of club period and offerings available
- During administrator walkthroughs improved culture for learning evident in classes with f status teacher
- Use program assessments to analyze student progress

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

- September 2013
- September 2013-June 2014
- September 2013-June 2014
- September 2013-June 2014
- December 2013- May 2014
- December 2013- May 2014

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

- No cost associated with this activity
- Staff to monitor students during after-school activities, No cost associated with this activity
- 12 staff members on team who meet early a.m., no cost associated with this activity, teachers voluntarily come together and are not paid per session
- Printing surveys
- F status teacher

6. 26 teachers working 407 hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS	X	PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Establish a culture for learning that communicates high expectations to staff, students and families, and provide support to each of them									
Review Type:	Quality Review	Year:	2012-2013	Page Number:	7	HEDI Rating:	Developing		

Tenet 6: Family and Community Engagement

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

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Middle School 45 will partner with families and community agencies such as Flame and Beacon to promote and provide professional development to support student success as evidenced by 50% of parents signing up for Engrade and a 10% increase in participation at workshops sponsored by the Parent Coordinator and/or PA by June 2014									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Workshops on Engrade will be held at different times of the day to accommodate parent work schedules, track progress of parent enrollment and incorporate Engrade drives to get more parents signed on Remind 101 texting system will be started by the Parent Coordinator (PC) parents will be able to receive text messages with reminders for meetings Create a web page designed for ease of parent access with Maria Fico through and technology coordinator at MS 45 Plan a minimum of three Family Engagement Nights Plan workshops for parent engagement, purchase books to be incorporated into the workshops, bully prevention program 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Parent Coordinator, purchase of Engrade system Parent Coordinator Maria Fico, Technology Coordinator SLT and PA, school staff SLT and PA, school staff 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> Track progress of parents signing up in December, February, April Track progress of parents signing up in December, February, April Website functional by Winter 2014, track number of 'hits' Collect sign in sheets, have a survey on hand to gather ideas on future family engagement ideas 									

5. Collect sign in sheets have parents fill in a survey following workshops

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

1. October 2013-June 2014
2. October 2013-June 2014
3. November 2013-June 2014
4. January, March, May 2014
5. November 2013-May 2014

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

1. Parent coordinator salary, copies
2. Parent coordinator salary, copies
3. Consultant for 10 days provide technology training
4. Print flyers
5. Funding for workshops, books, bully prevention program

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Period A 2. Focus Period 3. Guided Reading 4. Reciprocal Teaching 5. Just Words 6. Wilson 7. I-Ready 8. Focus Academy 9. ELL Academy 10. RTI teacher (f status) 11. Fordham tutors 12. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD's and ELLs 	<ol style="list-style-type: none"> 1. small group 2. reduced class size 3. small group 4. small group 5. small group 6. 2 to 1 7. one to one technology 8. small group 9. small group 10. small group 11. small group 12. small group, one to one, whole class 	<ol style="list-style-type: none"> 1. Twice weekly 37 minutes 2. 4 times per week during school day (DSD) 3. 2 times per week DSD 4. 2 times per week DSD 5. 4 times per week DSD 6. 4 times per week after school (AF) 7. 1 time per student each week 8. Twice weekly AF 9. Saturday 10. each group 2 times per week DSD 11. one day a week X 2 tutors 12. on-going in classroom, as needed
Mathematics	<ol style="list-style-type: none"> 1. Period A 2. Focus Period 3. Focus Academy 4. ELL Academy 5. Fordham tutors 6. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD's and ELLs 	<ol style="list-style-type: none"> 1. small group 2. reduced class size 3. small group 4. small group 5. small group 6. small group, one to one, whole class 	<ol style="list-style-type: none"> 1. Twice weekly 37 minutes 2. 4 times per week during school day (DSD) 3. twice weekly AF 4. Saturday 5. one day a week X 2 tutors 6. on going in classroom, as needed
Science	<ol style="list-style-type: none"> 1. Differentiated Instruction practices 2. Infusion of ELA strategies including reciprocal teaching and strategy incorporation related to ELA curriculum protocols 3. Construction of lesson plans that are tiered to the low, middle, and high end students in each class. 4. Assessments to measure student growth and progress 	<ol style="list-style-type: none"> 1. Small group, one to one, whole class 2. Small group, one to one, whole class 3. Small group 4. Small group, one to one, whole class 	<ol style="list-style-type: none"> 1. on going 2. on going 3. on going 4. on going
Social Studies	<ol style="list-style-type: none"> 1. Differentiated Instruction practices 2. Infusion of ELA strategies including reciprocal teaching and strategy 	<ol style="list-style-type: none"> 1. Small group, one to one, whole class 2. Small group, one to one, whole class 3. Small group 	<ol style="list-style-type: none"> 1. on going 2. on going 3. on going

	<p>incorporation related to ELA curriculum protocols</p> <p>3. Construction of lesson plans that are tiered to the low, middle, and high end students in each class.</p> <p>4. Assessments to measure student growth and progress</p>	<p>4. Small group, one to one, whole class</p>	<p>4. on going</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>1. Guidance</p> <p>2. SAPIs</p> <p>3. Montefiore Clinic Social Worker</p> <p>4. Montefiore Health Services</p> <p>5. Fordham Liberty Partnership Program Counselors</p> <p>6. Check-in/Check-out Mentors</p>	<p>1.2.3.4.5.6. one to one, counseling at times small group</p>	<p>1. 2. 3. 5. Counselors and social workers meet with student(s) one to two times per week</p> <p>4. Health provider sees students on an appointment or as needed basis</p> <p>6. Mentors see identified students twice a day</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

- MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school
- Attend Job Fairs through the DOE
- Consult Teacher Finder

Retention and support

- We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor
- We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science, ICT and ELL teachers, monthly content meetings and teacher team meetings
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Teachers will continue training with the Danielson Framework and receive actionable feedback on focus competencies
- Teachers will set meaningful goals as part of informal/formal observation process. Teachers will be part of an initial planning conference and will discuss progress on going throughout the year as they move towards effective teaching practices as detailed in the Danielson Framework
- Informal and formal observations will be used to maintain a high quality of teaching with all teachers receiving no less than 4 of these visits per year. Feedback could include: conduct inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, Irwin consultant) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point
- Common planning meetings with content and Professional Learning Communities with team devoted to Professional Development whether within content/grade level grouping with mini-school or with ELL and Special Education Teachers. Topics include: analyzing data, meeting Common Core Learning Standards, Citywide Expectations, looking at student work
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to 'track them down'
- We conduct lab-sites and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to a partnership with Museum of Natural History, Teacher's College, Therapeutic Crisis Intervention and BETAC
- Administrators will work with our talent coach to norm observations and improve feedback based on Danielson framework

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.).

- MS 45 is able to meet the needs in intent and purpose of varied programs through an analysis of the needs of the constituents of these programs. Similarly once a needs assessment is conducted we are able to ensure allocated funds are used appropriately.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers look at assessment results during Common Planning meetings and decide what steps need to be taken within their own teaching to improve instruction and assessment results
- Teachers can offer scaffolds for Expeditionary Learning assessments if students need differentiation
- Teachers can use IReady data to inform planning in ELA and math

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement

Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 including core curriculum shifts, 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, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support; parents/guardians, grandparents and foster parents in education for their children.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports via Engrade that are periodically given to keep parents informed of their children's progress; MS 45 will host workshops to educate parents about how to use Engrade
- developing and distributing a school calendar designed to keep parents informed about school activities;
- 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 MIDDLE SCHOOL 45

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- providing written and verbal progress reports via Engrade that are periodically given to keep parents informed of their children's progress; MS 45 will host workshops to educate parents about how to use Engrade
- 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;

- provide information related to PBIS
- 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.

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

**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 05	Borough Bronx	School Number 045
School Name Thomas C. Giordano Middle School 45		

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 Ms. Annamaria V. Giordano	Assistant Principal Mrs. Noemi Alvarez
Coach Ms. Calpin	Coach Mrs. Nunez
ESL Teacher Ms. Yesenia Garcia	Guidance Counselor Ms. Valentin
Teacher/Subject Area Ms. Fonfa ESL	Parent type here
Teacher/Subject Area Ms. Micovic ESL	Parent Coordinator Ms. Julian
Related Service Provider	Other Foreign Language Ms. Russo
Network Leader(Only if working with the LAP team) type here	Other ESL Ms. Contreras

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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	790	Total number of ELLs	137	ELLs as share of total student population (%)	17.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							11	14	10					35
Push-In							52	38	47					137
Total	0	0	0	0	0	0	63	52	57	0	0	0	0	172

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	45
SIFE		ELLs receiving service 4-6 years	60	Long-Term (completed 6+ years)	26

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	51		5	60		25	26		15	137
Total	51	0	5	60	0	25	26	0	15	137

Number of ELLs who have an alternate placement paraprofessional: 0

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							36	18	27					81
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	1					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian							1	1						2
Other							3	4	1					8
TOTAL	0	0	0	0	0	0	42	24	30	0	0	0	0	96

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)							12	12	4					28

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)							10	13	15					38
Advanced (A)							13	20	33					66
Total	0	0	0	0	0	0	35	45	52	0	0	0	0	132

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	25	2	0	0	27
7	38	0	0	0	38
8	49	10	1	0	60
NYSAA Bilingual (SWD)	0	0	1	1	2

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	22	10	2	0	1	0	0	0	35
7	33	11	1	0	0	0	0	0	45
8	42	11	11	0	0	0	0	0	64
NYSAA Bilingual (SWD)	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	11	2	29	8	11	2	0	0	63
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	0	0	0	0
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)	18	5	2	1				
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.

Our school uses Fountas and Pinnell to determine reading levels for all students. In 6th and 7th grade students reading levels are first assessed by DRP because our 6th graders and teachers worked with MSQI this year and last year. At the determine cut off score students may then need to have running records assessment. The data from these assessments provide insight to small group instructions for all teachers across contents and is shared with our teachers various ways. The outcomes from these assessments will also be used to create small groups of students throughout our school across all grades to provide focus instruction in Wilson, Just Words, Guided Reading, Recipricol Teaching as well as our morning extended day program. This data is shared by our data specialist across academies, during content meetings, during PLC and via ARIS. Teachers are also encouraged to celebrate success with their students in class and as a school-wide community. We have identified a public space on our first floor where we will display our data and academic steps.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The outcome of the NYSESLAT Scores show definite progress with regards to L2 acquisition:however what has not yet taken place because it does take longer is the transfer of that success and gains to the State ELA assessment.
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](#))

As of last years ESL teachers received training by the administrator after attending a Professional Development Session with regards to AMAOs and how the growth of L2 is measured as successful or not successful. This information and training will be provided to our school-wide community in morning Common Planning Sessions to inform the instructional decisions made by all teachers in our building. The ESL teachers used this information to measure the effectiveness of their delivery of instruction and its impact on students' progress.

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

Patterns of our ELL population have shown that it is our most recent arrivals that fair best with translated/native language formal state assessments in Math and Science. Those are students one to two years of service. Students with more than two years tend to use the translated versions just to reference if tackling a challenging question usually due to content vocabulary.

Ell predictives are used by our classroom teachers as presented in ARIS to drive their targeted small group instruction. The Ell predictives have supported our own findings that students need more attention in listening skills and in writing skills. This information is used to created targeted lessons during Saturday Ell Academy and after school Ell Academy. Our goal is to use this targeted instruction to increase students' performance and progress.

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

Our school has trained teachers in RTI methodologies and strategies. Referrals for this type of intervention are prepared by teachers. This year we have dedicated program time to provide what we refer to as "Focus Instruction". These smaller learning communities are group by academic needs in ELA, ESL and Mathematics. Students identified as still in need of the Wilson Reading Program receive this service from trained members within our school community and those students scoring above the cutoff mark of Wilson yet still in need of an intervention program to improve reading and comprehension abilities may also receive "Just Words" intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We share the L2 acquisition levels of our students' performance levels. ESL teachers share research-based ESL methodologies and strategies with other teachers in our school. ESL teachers share the manner in which they differentiate instructional demands to optimize students' performance across all L2 acquisition levels.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

The success of our Ell program is measured in multiple ways. To begin with our success is measured by growth in proficiency level in the NYSESLAT. This growth is also taken as an indicator of success if a first time Ell (first time taking the NYSESLAT) scores in the intermediate level or higher. The number of Ells attaining a proficient level is also a measure of the success of our Ell program. Our Ell program is considered successful if our Ells are reaching proficiency level by year three to six of service. Last but not least the success of our Ell program is measured by those Ells taking the NYS ELA exam and scoring at or approaching grade level as well as those Ells able to take accelerated classes in Science or Mathematics with success.

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](#).)
 1. The identification process used at Middle School 45 to identify possible Ell students begins with the administration of the home language survey to parents in their native language at time of registration. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Micovic, ELL supervisor, Mrs. Noemi Alvarez or testing coordinator, Ms. Kellie Fitzgerald, of the parent and the student. If necessary DOE translators are used or staff members or parents that speak the native language of the student being registered. If such survey and or interview indicate that the student should be tested then the student is assessed using the LAB – R within the student's first 10 days. The determination to administer the LAB -R is reached based on the answers on the HLIS. The LAB - R is administered by our ESL teacher, Ms. Micovic. The results of this assessment will determine if the child is in need of required ELL services. If the student or student's family speak Spanish then the Spanish LAB is administered. The Spanish LAB is only given once in a student's academic experience. The parent is shown the video outlining the three language programs offered in New York City and the parent is given a parent choice document where the parent enters his preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parent is then informed of the types of placements offered at our school and the student is then placed accordingly. If the parent request a setting/program different from ones offered in our school building then the parent is informed of their rights to choice such program and the parent is advised that when we attain fifteen students in two or more consecutive grades whose parents request the same program than our school would look to open said program. Parent and students are also informed that the assessment tool used by our state is the NYSESLAT given annually to measure acquired second language and it is administered until the student reaches a proficiency level. The steps taken to ensure that all ELLs are evaluated by the annual NYSESLAT assessment are students are prepared and prep using predictives and simulated exams during the school year prior to the actual assessment. Then teachers, parents and students are informed of NYSESLAT assessment dates. Teachers receive a testing schedule prepared by Ms. Kelli Fitzgerald outlining all eligible students and testing dates and times. Prior to testing we cross reference a number of data sources such as our BESIS, ARIS and various ATS reports to ensure that all eligible students are assessed. Parents are notified annually of the progress of their children. Home Language Surveys are reviewed by Mrs. Alvarez to determine if assessment is needed. Mrs. Alvarez is the administrator of our Ell population
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.

Paste response to question here:

During the registration process parents of students identified (through the HLIS, interview, etc) as possible English Language Learners are shown the video describing the three types of programs offered for English Language Learners. This year we have begun to use desktop computers to facilitate parents viewing the tape. In this way we can have multiple parents watching the video in their home language. This allows for the individual attention given to parents and does not cause one parent or earlier

parent need to wait on parents arriving later in the day. Our ESL teacher Ms. Micovic prepares the parent and the computer to show the parents the video. Parents questions are answered regarding the types of programs as well as the type of programs for ELLs offered at MS 45. Parents are then advised of their rights to select program of their preference and of the programs offered at our school. Parents are given the program selection letter for parents to indicate their selection. Students are placed accordingly when the program selected is offered and available in our school and when a program is not available at our school the parent is advised of their right to request and look for the program of their choice. Our parent coordinator, Ms. Julian serves as a parent advocate to assist parents in receiving proper information and following systems in place to ensure their children receive their program of choice. If the parents' choice is not available we inform parent of such and we also explain that we would keep parents informed as to whether or not the placement becomes available.

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 [\[see tool kit\]](#).)
 3. Entitlement letters are completed and presented to parents at time of registration after the student is assessed with the LAB-R and parents are requested to review and ask any questions with regards to the letter. Then parents are asked to sign and return letter the day of signing. The parent is provided with a copy of the entitlement letter. If a parent chose not to complete while present in our school a parent is informed of their right to return letter in a timely manner to the school in order to exercise their right of choice. The parent is informed that if the entitlement letter is not returned and on file in our school the program of service would then become the TBE setting. Parents are informed of this right and of the consequences of not following through with the expectation of returning letter to our school. In a few cases when parent does not return or sign and leave the letter of entitlement a copy is sent via mail to the student's home. Continuation letters are given by ESL provider for those students that are continuing with their placement and serves for ESL yearly. This is usually completed by the end of the first semester and when not possible we target the first Parent/Teacher conference as a date for distribution.
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.
 4. In order to ensure proper placement of our ELL students parents are informed of the programs available at our school and research data is discussed with parents informing them of the facts that indicate that English Language Learners attain higher success rates with regards to academic performance and graduation rates in Dual Language Programs and that research shows that following a Dual Language Program students attain greater achievement levels. The Traditional Bilingual Program is the next program choice where students attain greater academic achievement. Parents are also informed of the programs available in our school building but if their program selection is not available at our school parents are also informed of their rights to seek the program of their liking for their children even and including if that means that parent will search elsewhere for their preference. The law provides them with the choice to seek out the program of their liking and preference.
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.
 5. In the last three years approximately 50% of our parents have overwhelmingly selected a TBE program for their children. Fortunately up until last year we offered a TBE in Spanish at our school and the greater majority of our parents and students speak Spanish. This year our new arrivals and registration has decreased and most parents opt for freestanding ESL classes.
 6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services. Paste response to question here: Paste response to question here: Paste response to question here:
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. 
 6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services. Any parent requesting a dual language program or a bilingual program that we do not have the necessary 15 request across two grades will be sent referred to the ELL Program Transfers@schools.nyc.gov website to enter their request and to receive assistance and attention to their request for such a program. Parents are informed that we will keep a waitlist and monitor this list and if and when we reach a total of 15 request for such a program and have students in one or in consecutive grades that amount to 15 we will open a bilingual program.

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])?

See Below
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)?

See Below
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.

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

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

See Below
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).

See Below
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?

See Below
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?

1. A. - Our instructional program is delivered in 45 minute period over 8 periods in an instructional day. Our 6th through 8th graders follow a departmentalized program where they receive instruction from content specialist. Our program follows the model of the state mandated minutes for ELA and ESL.. Our beginning level ELLs receive a total of 560 minutes of ESL and our intermediate level ELLs receive ESL for a total of 360 minutes per week. Our advanced level ELLs receive a total of 180 minutes weekly and 180 minutes in ELA. Our students enrolled in our GE TBE program and our Bilingual Special Education Students receive a total of 180 minutes in NLA. Our Our sixth graders both in GE and Special Education students are provided instruction by ESL certified teachers in order to comply with compliance mandates of BESIS. 6th graders in our ELL classes travel the entire day as a group from content to content provided by certified bilingual and ESL teachers. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. Our special needs 6th through 8th grade follow a TBE SE program. These three classes receive their mandated services of ELA, ESL and NLA from certified teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day. Our 7th and 8th graders are programmed to receive their ESL services in a parallel program where they are grouped by L2 acquisition and years of service. The sixth grade receives their ESL in a whole group setting with the ESL teacher teaching them in one group. For the students in our general education setting other than our ELL academies the ESL teachers provide push in service generally in ELA but they also provide service in other content areas or during our new "Focus Instructional Time" which is four times a week for 45 minutes. In the case of beginner ELLs and intermediate ELLs the additional mandated time is given in whole group by a certified ESL teacher or by a push-in ESL teacher.

B - Our ELL students that are registered within the general education classes are provided with ESL services using a push-in model. Our ESL teachers schedule the mandated services of ESL pushing-in with other content teachers for the required 180 or

360 minutes depending on the students' proficiency level. In this model students do not miss their content area instruction and they have the support of an ESL specialist providing language development support and scaffolding to promote language and content achievement.

This school year (2013 -2014) our 7th and 8th grade ELLs are receiving the mandated services using a parallel program setting that allows for the students to be grouped across inter-grade levels using their proficiency levels to provided instruction according to L2 levels. One group provides services to beginners and intermediate students while second group provides services to the high level intermediate and advanced students. Our third group provides language acquisition services and instruction to the advanced /proficient group of students. We hope to have a greater impact on student achievement and performance using this parallel model of instruction for our 7th and 8th graders for the fourth year and this year we have also added one 7th grade Special Needs group to the parallel.

2 – We have looked to fill vacancies for the ELL population by certified educators and we have strongly encouraged those teachers missing a bilingual extension or ESL certification to take the necessary steps to attain and achieve such certification. We have used our Highly Qualified funds to assist teachers in their continued education and certification. We are very proud of five teachers taking the ESL content exam and succeeding in adding this to their current professional accomplishments. We also use the services of human resource department in our network and the UFT specialist to identify areas of compliance in terms of licensing. Our staff members working with the ELLs are trained through network workshops, BETAC workshops and in-house study groups that review and plan for the mandated minutes of instruction for ESL/ELA as for our Ell population. Our school programmer also implements the required minutes of instruction based on level of proficiency during programming. Our ESL provides that provide mandated services to those ELLs in the general population create their program according to the required number of minutes to serve the ELLs in these groups accordingly. In reviewing and examining their programs you would see that for some classes they are pushing in four times a week at 45 minute intervals in order to provide the mandated 180 minutes of study for those in the advanced level.

2A – As students' level of proficiency increase the minutes of instruction in English also increases following the mandates of CR Part 154.

3. All instruction across content areas are delivered to our ELL students in our freestanding ESL classes in English. In our settings for Ells, freestanding instruction is delivered using ESL strategies and techniques such as: the use of pictures, realia, small group instruction, RTI services, technology via smart board use, centos, tablets, computers, laptops, listening centers, level libraries in L1 and L2 and instruction is provided by trained ESL providers. Classroom resources include: computer programs such as AWARD, tape recorders and overhead projectors as well as dictionaries in English and L1/L2 dictionaries, Imagine Learning and I-Ready.

4. Our students are assessed in English. State exams translated into native language such as Spanish or French are used when available. For exams that are not available in translated format translators are hired to administer state exam with students in their native language. These services are scheduled as early as possible in the school year according to students native language and the services are paid for using funds from our budget that are designated for translation services. Our teachers assess our students formally and informally frequently in order to check for comprehension. We also use Ell predictives and receive the breakdown and data via ARIS. Simulated exams are conducted to prepare students for state assessments and our Ell students are included in such assessments. In our content areas assessments are created for our student population and our Ell students participate and receive the same school-wide assessments except in the content of ELA for those with less than one year of service.

5. Instruction is differentiate for our ELLs by all classroom teachers using tier 1 and tier 2 interventions. Teachers use differentiated strategies according to students' level of proficiency. Instructional strategies include total physical activities such as acting out vocabulary or academic and social scenarios, the use of visuals in vocabulary development, the use of flash cards and pictures are all used to scaffold instruction and learning.

5-A. Our instructional plan is modified for any student identified as SIFE due to the limited experience in a formal educational setting. These students require more assistance in becoming familiar and transitioning to a formal educational setting, demands of language acquisition and social emotional and academic development and demands. Very often we provide at-risk services for these students. These services can include AIS, academic counseling, and referral to SES, extended day and or after school programs. Providing additional services such as participation in a Saturday Academy or after school programs these students are provided with an environment that fosters and promotes social and academic development and progress.

5-B. Newly arrived ELLs or those with three years or less of service are provided with rich academic experiences that are complemented by trips, cultural experiences and sound instructional practices that promote language development and acquisition. These ELLs if in our 7th and 8th grade ELL classes receive their ESL and or ELA content according to L2

acquisition. These students are grouped by their English language ability according to NYSESLAT, Running Records, Portfolios and teacher observations and assessments. This grouping allows the ESL provider to address their needs in a more conducive learning environment. In this way students work with other students to address academic expectations and standards. The students within this range of years of service are a main focus of our Title III ELL Academy that meets after school. We recruit these students to participate in our after school program to receive more ESL instruction, ELA preparation, Content area assistance in Science and Math, project based learning and writing in the L2. We use glossaries during content time during and after school in order to increase comprehension. We involve students in vocabulary building activities during a scheduled “Word Up” period. We have found that our students’ writing skills typically need more time and scaffolding to develop adequately to meet standards and requirements of state exams.

5-C. Students within four to six years of service require more time in improving English Language Skills in all modalities. These students also attend our Title III after school program where they work on increase academic and language abilities and strengths as well as decreasing gaps in academic progress. If these students are identified via state assessment, formal and informal assessments as at risk to fail meeting promotional criteria we work to address those areas of concern. Students within this range are already being tested in English so it is important for them to have as many experiences as possible to assist them in preparing for those areas of assessment. For example during ELA, ESL and or any content area students are introduced to genres that provide them with the academic challenges used to assess their ability and progress. These students are often times the ones referred to an RTI provider to provide instructional support in an identified area to assist in building needed skills to advance. RTI providers also provide this group of students with an extended day program entitled Just Words using a program called Word Generation to help develop needed vocabulary strength. This assistance better prepares these students with a stronger grasp on vocabulary and this strength is then transferred across all content areas.

5-D. Our long-term Ells struggle with their reading comprehension and this challenge is felt across content areas especially in formal assessments that require reading selections and applying data to a writing assessment. Since we have noted this struggle we have looked to address this using after school programs that work using technology programs to increase reading comprehension. We have purchased a licensed technology program entitled AWARD with our SINI monies and this program has been researched and found very effective with ELLs. Last year one component of our SINI after school program used AWARD and we recommended participation by our long-term ELLs. This year in addition to AWARD our RTI providers will be monitoring the progress of our long term ELLS. RTI providers are complying strategies of effective intervention to assist content area teachers with this population as well as providing these students with effective strategies to improve achievement in reading and comprehension. With our leveled/parallel program of instruction for ELLs students can dedicate more time to academic needs. During extended day these students receive weekly assistance with test preparation that includes reading selections and application of text.

6 - Our ELLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ELLs. Ells with special needs are provided services according to the IEPs and their ESL instructional minutes are tracked using the report of service for all students with special needs. ESL providers push in to provide language service and support during content times. They use ESL strategies that improve the comprehension of the students requiring service. These students are provided with the mandated instructional minutes as outlined for us in CR Part 154. Our school based assessment team works closely with our teachers of students with special needs and the parents of students advising them of academic changes that include academic progress or lack of progress to assist and inform our educational decisions for these students. As quickly as possible and as often as possible we work to provide mainstreaming services for this population in the areas of academic strength in order to provide students with the challenges of academic performance at grade level and continue to provide them with opportunities to succeed.

7 - This is the second year of parallel programming for our ELLs according to NYSESLAT levels. This program allows us to provide the needed instruction to our ELLs at their performance level and promote further development of the second language acquisition. Our students were successful last year with this type of service. We also have parallel programming that allows us to mainstream students into general education to work at their performance level and to allow for the instructional time to meet them at their level pushing ahead to increase performance and achievement. Native language arts in Spanish is provided for our TBE students.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

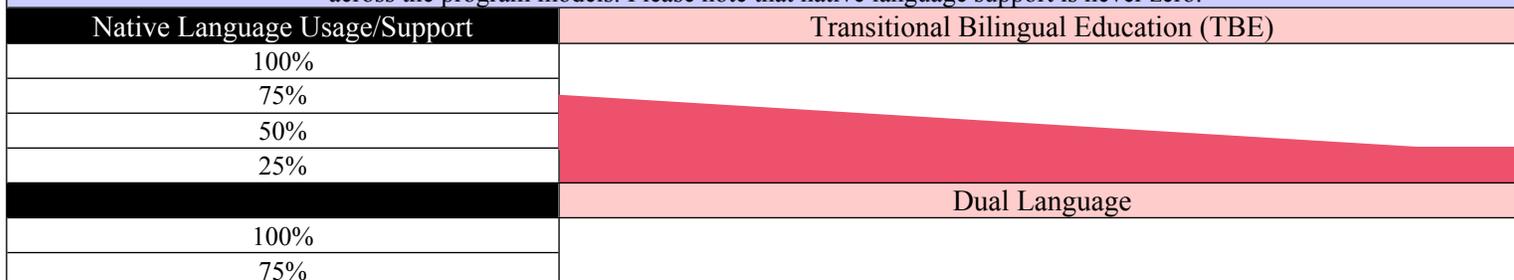
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	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.
- 8 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have just concluded our third year of implementing a parallel instructional program for our Ells where they are serviced across two grade levels based on L2 acquisition. Last year we paralleled two special needs groups that were in a TBE program and two other Ell classes with one of them being an ICT class and once again we show gains across all three levels. While these gains were not visible in last year's Common Core ELA assessment we are confident that the gains will transfer over to the ELA assessment with continued student and teacher efforts and the continued training of our teachers.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are implementing focus instruction. During this time (daily over four days) students are grouped in smaller groups 15 - 20 students per educator to receive intervention in ELA, Math and reading interventions of Wilson or Just Words where needed.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our Ell population is offered the same after school opportunities as our other students. We make every effort to recruit and include teachers with an ESL background or experience for all our extra curricular activities. In this way we ensure our ability to provide the needed supports and services to our Ells.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our Ell classrooms have smartboards, overhead projectors or Elmos to be used during the delivery of instruction. We also have smart pens, ipads and interactive technology devices used in our ESL, ELA and or content classrooms. We have lap top carts that are used in special needs classrooms. We have Imagine Learning licenses first purchased with school-wide funds then supplemented with Title III monies. This year our plan is to also purchase Rosetta Stone technology program to be used by all Ells in our school building.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL program provides native language support in the form of native language books including dictionaries and providers in resource room, and Focus Intervention offered to our level 1 students during the school day.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response t

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

We have discussed applying for a summer Title III program but have not done so as of this year. This would provide an opportunity for recent arrivals to begin transitioning to a new environment and school culture. Throughout the school year newly enrolled ELLs are provided with a list of after school programs offered at our site. These programs include after school activities offered by Good Shepherd Services in our Beacon Program, programs offered through the 21st century LTG grant around technology and the Arts as well as our own after school ELL and focus program.

18. What language electives are offered to ELLs?

All electives such as organizational skills, health and humanities are offered in English and these include our ELL population.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLs. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers have also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our Ell teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system. In-house professional development for our teachers of ELLs throughout the building will be scheduled and offered after school beginning in November and monthly thereafter. These sessions will provide the non-certified teachers of Ells with an opportunity to plan with and along side their peers who are certified in ESL. In this way we can build the skills of all of our teachers and provide instruction that best fits the needs of our Ell population throughout our school building.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fairs in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honestly. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. An AUSSIE consultant has also provides training for ELL teachers and non-ELL teachers. We have also had a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions were offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners. 4. Jose P. training is provided through our network for our para-professionals and teachers. Sometimes one of the schools in the network host the sessions for all participants. This year along with Q-tel training I would like to provide our in-house staff with the opportunity to receive Jose P. training on site during after school hours. Teachers are asked to complete necessary paperwork and time sheets to be kept in their personnel file as evidence of participation in this training.

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?

Parental Involvement

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents' needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services. The parents of our ELL population receive invitations to meet with the ELL administrator to review mandated services, instructional needs, academic progress and intervention and after school services provided for our ELLs.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. Last year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing sessions allow the administrative team an insight to parent views and the opportunity to communicate our concerns, plans and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest, we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents' needs. For example this year our parents' primary concern was safety so we organized a parent meeting on the topic of safety in our school with the school safety sgt., administration, parent coordinator and parent association members. This meeting was attended by many parents and the discussion and information shared was beneficial to all. Deans were introduced for all grades. Translation was provided by our parent coordinator and members of administration that speak multiple languages. Parents questions and concern were addressed and alleviated as well as this meeting provided an opportunity for continued collaboration with school and home.

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: **Thomas C. Giordano**

School DBN: **10X045**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Annamaria V. Giordano	Principal		
Mrs. Noemi Alvarez	Assistant Principal		
Ms. Leticia Julian	Parent Coordinator		
Ms. Yesenia Garcia	ESL Teacher		
	Parent		
Ms. Gordana Micovic	Teacher/Subject Area		
Ms. Irina Fonfa	Teacher/Subject Area		
Ms. Celeste Calpin	Coach		
Ms. Elvia Nunez	Coach		
Ms. Toni Valentin	Guidance Counselor		
	Network Leader		
Ms. Clarissa Contreras	Other <u>ESL Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X045 School Name: Thomas C. Giordano

Cluster: 1 Network: 109

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

Part A: Needs Assessment Findings

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

Parents are surveyed throughout the year to assess what language would provide them with the greatest comprehension of school-wide procedures, policies and expectations. This screening includes the academic services provided by our school and the academic expectations in our city school system. The blue emergency cards completed by parents yearly include a space where the spoken and preferred language in the home is identified. The information of home language is also captured on ATS via the information provided by parents during the registration process. These systems assist us when we are providing parents with information via in school sessions and correspondence sent home in writing.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our greatest need for written translation is found in the Spanish language as most of our parents speak Spanish, however this language might be the easiest to provide as we have staff members fluent in Spanish and most if not all documents provided by the NYC DOE are translated in Spanish. For those parents requiring other languages such as French and Arabic we tap into the translation services offered through the DOE via phone services or the request and contracting of DOE approved translators.

Part B: Strategies and Activities

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

All of our notifications to parents are translated in-house to Spanish. Our parent coordinator and staff fluent in other languages such as French or Arabic assist in translating when possible and when not possible we contract the translation services available through the DOE. Most of our translation services can be provided by in-house staff and parents and when that is not the case we then turn to outside agencies for this assistance.

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

During parents school meetings and gatherings the oral translation needs are provided by our parent coordinator and staff members fluent in the languages spoken by the population. For languages other than Spanish, French and Arabic we use the interpretation services of the DOE. While many of our recent arrivals families may not speak English they often times are accompanied to our building by extended family members, close friends and or neighbors that assist us with translation during necessary conversations with families.

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

We provide notifications to our parents using our own in-house staff for written translations and/or purchasing the services from the DOE translation services department. A copy of our safety plan for parents and a copy of our CEP is kept in our parents room by our parent coordinator who allows parents to review and read upon request. For those families speaking other than English or the other languages that our in-house staff can provide translation for request this information we then contact translation services via the DOE to assist these families.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Thomas C. Giordano	DBN: 10X045
Cluster Leader: Mr. Douglas Knecht	Network Leader: Ms. Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Saturday ELL Academy- Our other groups of students to receive services will be from our Saturday ELL Academy which will consist of four (4) Saturdays and the focus for these four Saturdays will be test sophistication/prep. We will have four different groups of students across grade levels consisting of our ELLs. Two groups will be for ESL and ELA delivered by ESL certified teachers and two other groups will be for the content of Math and will be delivered by content specialists with a bilingual license. The Saturday ELL Academy will meet for 3 hours on Saturdays beginning at 9:00 a.m. until 12 Noon. This portion will total 48 per session hours. Students will attend 1.5 hrs. in ESL/ELA building speaking, listening, reading and writing skills. They will then attend 1.5 hrs. in Math building basic math skills, participating in and comprehending mathematical investigations skills and increasing their experience with CCLS.

Last year our teachers were trained in the Imagine Learning Program to be used online with students and address individual needs as shown using their assessment component and it was effective, user friendly. Both teachers and students highly recommend the use of such technology. This year we would like to introduce new students to this program by purchasing 66 student licenses. Imagine Learning will be used primarily during students ESL classes as well as ongoing independent practice for students at home. Depending on the student enrollment for our Saturday ELL Academy Imagine Learning may be used in our program during the ESL/ELA component of our program. Computers/Computer Lab will be available for use during our Saturday Academy.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: This year our professional development will be offered by a consultant formally from BETAC at Fodham University, Ms. Jane Pers who is very familiar with our staff and our students' needs. She began working with our ESL teachers two school years ago and has been very resourceful for our school and student population. This year 8 sessions will be purchased by our Title III funds and will be completed from October 2012 through January 2013. These eight sessions will prove to be

Part C: Professional Development

especially beneficial to our teachers facing a population of English Language Learners. These sessions will teach and assist content teachers in the use of ESL strategies that provide scaffolding and promote language acquisition. Teachers will learn how to support vocabulary building with the use of visuals, authentic assessment while checking for students understanding. Our Fordham consultant will shadow our content teachers in their classrooms, model the use of effective strategies and plan with our teachers to improve pedagogy skills from planning to assessment. These full day sessions will be a valuable asset to our students, teachers and school-wide community. Using this Fordham consultant will assist ELL supervisor in identifying best practices and improving delivery of instruction. The state has identified our ELL population as a target group due to the fact that we did not meet AYP therefore our Title III program's work with our Fordham consultant and our students will address this area in need of improvement. Ms. Jane Pers will work with our ESL providers that teach in our parallel ESL/ELA program. Her feedback will be specific to group/level of students. She will work with our three (3) ESL teachers responsible for delivery of instruction in our parallel program and our ESL teachers that also provide push-in/pull-out ESL in order to improve our practice of instruction with these students in the general education or special needs population. Jane will also work with our ICT ELL group and the two main teachers responsible for their language instruction. Those two teachers are experienced and tenured. One of the teachers is an ESL certified teacher and the second is a bilingual Special Needs teacher.

Overall, teachers will work on development of language acquisition, lesson planning with differentiation and using data and research to direct instruction of small groups based on language abilities and performance. Ms. Pers will also provide educational journals and articles on CCLS and ELL population moving our instruction to meet the demands of our CCLS.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ELLs' parents will receive the opportunity to become familiar with our new school-wide procedures and protocols as well as our school-wide grading policy via translated mailings informing them of these policies. The Administrative staff is also available during our annual Welcome Back Night in September. During the first parent-teacher conference in November, parents will be invited to a meeting with our parent coordinator, Ms. Leticia Julian, for 45 minutes prior to the conferences to be introduced to our school-wide expectations, after school opportunities and receive information and assistance with our online grading system Engrade. This meeting is especially important to our parents of ELLs as Ms. Julian will provide translation of the information in Spanish and look for the available resources to provide translation for the other languages. Throughout the year we will continue building our collaboration and joint efforts by providing our parents of ELLs with informational sessions and workshops beginning with promotional criteria, assisting in the high school application process (including completion and submission of the applications), and our school-wide electronic grading book and log known as Engrade. We will also host a high school fair in our gymnasium in October where parents of ELL students have the opportunity to meet with representatives from city-wide public and private high schools. Also, our literacy coach and our parent coordinator will

Part D: Parental Engagement Activities

conduct a workshop to assist our parents of ells with log in information and assistance in navigating the Engrade site so that all parents would stay in touch with their child's assignments and grades across all content areas. Our school building has instituted a policy of naming each official class by a selected College or University to begin students thinking of college and requirements that would develop them to be college ready. Our ells' parents will visit colleges with our parent coordinator to develop an understanding of college readiness as promoted by our school chancellor. These workshops will be conducted by school staff that includes but is not limited to our parent coordinator, our guidance counselors, teachers and administrators. Other planned workshops will include ARIS link for parents to better understand their child's academic performance and growth. This workshop will be provided by our parent coordinator and an administrator to facilitate translation for parents. Once again we will continue working with LEAP and they will provide parent workshops with the assistance of our parent coordinator and their teaching artist. These workshops are generally given monthly and they include yoga, stress management, jewelry making, designing cards, creating scrap books, making art of everyday things, painting and other arts and craft activities. Our ell parents enjoy these sessions as it provides them an opportunity to be a part of a school activity that does not only rely on language skills. We have found that when we assist our parents of ells with parenting skills while also creating and deepening their relationship with our school provides us with great gains in creating the collaboration needed between school and home. Our SLT also provides our parents of ells with a forum to be part of the decision making process in our school. SLT meeting take place after school on the 2nd Wednesdays of the month. Our parent coordinators workshops are held on the 2nd and 4th Tuesdays in the morning or afternoon. Our parents association conducts their meetings on the third (3rd) Mondays in the morning. All of our notices go out to our parents in both English and Spanish. Form letters provided by the school chancellor or the DOE are sent in translated manner in languages that include English and Spanish. Our meetings are provided in English with translation as needed and usually from our parent coordinator especially if the provider/speaker only speaks English.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		