



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JHS MOSHOLU PARKWAY
DBN (i.e. 01M001): 10X080
Principal: EMMANUEL POLANCO
Principal Email: EPOLANCO2@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: GERARD BEIRNE

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
Emmanuel Polanco	*Principal or Designee	
Beth Esmaelzada	*UFT Chapter Leader or Designee	
Talia Vargas	*PA/PTA President or Designated Co-President	
Evelyn Gaston	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maria Delgado	CBO Representative, if applicable	
Arcelia Herrera	Member/ Parent	
Jennifer Diaz	Member/ Parent	
Natividad Santana	Member/ Parent	
Yesenia Cadiz	Member/ Teacher	
Wendy Fields Henry	Member/ Teacher	
Amy Kapadia	Member/ Teacher	

**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 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
----------	---

School Information Sheet for 10X080

School Configuration (2013-14)					
Grade Configuration	06,07,08,09	Total Enrollment	622	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	3	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	24	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.3%	% Attendance Rate			88.6%
% Free Lunch	82.9%	% Reduced Lunch			3.3%
% Limited English Proficient	32.1%	% Students with Disabilities			26.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			16.9%
% Hispanic or Latino	66.6%	% Asian or Native Hawaiian/Pacific Islander			10.4%
% White	5.1%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	0.53	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			24.2%
% Teaching with Fewer Than 3 Years of Experience	45.9%	Average Teacher Absences			6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.0%	Mathematics Performance at levels 3 & 4			3.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			50.4%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			75.9%
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			
Priority School	X				

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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, in teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved.						
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.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.						
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.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work diligently and tirelessly to create a calmer and more respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

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).

Strengthen teacher practices to ensure consistent alignment to the school’s philosophy and beliefs about students learning to promote increased student outcomes.

Review Type:	QR	Year:	2011	Page Number:	4	HEDI Rating:	E
---------------------	----	--------------	------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

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

x	2.2 School leader’s vision	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, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

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. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:
2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.
3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress

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

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, teachers

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

1. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
2. Completion of individual professional development plan for each teacher
3. Completion the initial review of student data and the development plans for improving individual student achievement
4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress

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

1. September to February 2014
2. September to November 2013
3. September to November 2013
4. September 2013 to May 2014

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

1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator

3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences,

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		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.

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		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 #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).

There are uneven opportunities for students across the school to be engaged in rigorous learning experiences and produce meaningful work products

Review Type:	QR	Year:	2011	Page Number:	5	HEDI Rating:	E
---------------------	----	--------------	------	---------------------	---	---------------------	---

Tenet 3: Curriculum Development and Support

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

x	3.2 Enact curriculum	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, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

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. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study

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

1. Data specialist, teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams

4. Teachers, network achievement coaches and ELL specialist
5. New teachers, principals, per diem and per session
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time
5. High attendance of new teachers at voluntary principal meetings
D. Timeline for implementation and completion including start and end dates
1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014
5. Twice-monthly October 30 February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Meet and Eat meetings during teacher lunch periods for new teachers

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		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 in Galaxy used to support the activities listed in part A.										
	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		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).									
The practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement									
Review Type:	QR	Year:	2011	Page Number:	5	HEDI Rating:	E		

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		4.3 Comprehensive plans for teaching						
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning						

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs ,will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at									

Levels 3 & 4 on the NYS ELA assessment.

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

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teachers teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

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

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

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	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

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).

Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student student thinking, or provide them with opportunities to engage in student to student discourse

Note The QR did not address Social emotional developmental Health

Review Type: qr	Year: 2011	Page Number: 5	HEDI Rating: E
------------------------	-------------------	-----------------------	-----------------------

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		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, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness

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

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

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

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

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

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	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	PF CTE	PF College & Career Readiness	x	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).						
Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps <i>Note The QR did not address Family and Community Engagement</i>						
Review Type:	qr	Year:	2011	Page Number:	5	HEDI Rating: E

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.						
	6.2 Welcoming environment		x	6.3 Reciprocal communication		
	6.4 Partnerships and responsibilities			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.						
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%						

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).						
A. Strategies/activities that encompass the needs of identified subgroups						
1. Planning and implementation of a Family outreach plan 2. New Parent Orientation/Family Night/Open House for Parents 3. Monthly implementation of parental offerings 4. Student recognition events						
B. Key personnel and other resources used to implement each strategy/activity						
1. Principal, assistant principal, parent coordinator, selected teachers 2. Principal, assistant principal, parent coordinator, teachers 3. Parent coordinator 4. Principal, assistant principal, parent coordinator, selected teachers						
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity						
1. Completed Family outreach plan 2. Attendance at Parent Orientation/Family Night/Open House for Parents 3. Parental attendance at parent offerings 4. Parental attendance at Student recognition events						
D. Timeline for implementation and completion including start and end dates						
1. August-June, ongoing 2. Fall, Spring						

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of all students eligible for AIS will enroll in the ELT program

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

Our program will be based on the *National Center for Research on Evaluation, Standards & Student Testing (CRESST)* report reflecting on two decades of evaluations on out-of-school-time programs The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

ELT programs will be offered after school, vacation and weekends, there are over 400 hours scheduled in teacher per session for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Kenyatta Williams
2. Maria Delgado
3. Kevin Sivak
4. Dwayne Dundas
5. Brenda Santiago
6. Arvin Kotri

C. Identify the target population to be served by the ELT program.

1. AIS Students, Students with Disabilities, and English Language Learners

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

N/A

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The proposed ELT program will increase the amount and quality of learning time, through before- and after-school and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The ELT program will focus on increasing student academic achievement through enrichment
The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations
The ELT program will be delivered by staff have the capacity to deliver high-quality academic content
The ELT program will have a guidance component to address social/emotional needs of the students

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards.

D. Are the additional hours mandatory or voluntary?

Mandatory	x	Voluntary
------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Parental outreach by school staff, including parent coordinator, administration and teachers

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants

G. Are you using an ELT provider procured using the MTAC process?

Yes	x	No
------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Analysis of academic growth of participants

It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-1014

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	Reading remediation	Small group	School day and afterschool
Mathematics	Math remediation	Small group	School day and afterschool
Science	Literacy interdisciplinary using science text	Small group	School day and afterschool
Social Studies	Literacy interdisciplinary using social studies text	Small group	School day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Counseling Sessions	Individual and small group	School day and afterschool

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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 on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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 (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough select one	School Number 080
School Name Isobel Rooney Middle School 80		

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 Polanco	Assistant Principal Williams
Coach	Coach Mr. B Gonzalez Math
ESL Teacher Mr. Y. Grossman/ESL/ELA	Guidance Counselor Mr. Feliciano
Teacher/Subject Area Mrs. Santiago/NLA/Dean	Parent type here
Teacher/Subject Area Mrs. C De Los Santos/Math	Parent Coordinator Mrs. Paulino
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Gerard Beirne	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	625	Total number of ELLs	184	ELLs as share of total student population (%)	29.44%
--	------------	----------------------	------------	---	---------------

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	121	ELL Students with Disabilities	25
SIFE	12	ELLs receiving service 4-6 years	54	Long-Term (completed 6+ years)	9

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	58	2			0		9			67
Dual Language				28						28
ESL	63	8	8	26	0	9			8	89
Total	121	10	8	54	0	9	9	0	8	184

Number of ELLs who have an alternate placement paraprofessional: 7

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							9	26	32					67
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	9	26	32	0	0	0	0	67

*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							31	47	50					128
Chinese														0
Russian														0
Bengali							6	12	10					28
Urdu							2	1	1					4
Arabic							3	1	4					8
Haitian														0
French								1	2					3
Korean														0
Punjabi														0
Polish														0
Albanian								1	1					2
Other							3	5	3					11
TOTAL	0	0	0	0	0	0	45	68	71	0	0	0	0	184

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	23	24					59

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							14	8	22					44
Advanced (A)							26	17	16					59
Total	0	0	0	0	0	0	52	48	62	0	0	0	0	162

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	38	5			43
7	38	3			41
8	38	7			45
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	25	16		4		1	0		46
7	26	22		5					53
8	32	24		7					63
NYSAA Bilingual (SWD)									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	15	39	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.

The baseline assessment for our ELLs is the LAB-R exam for English and the LAB for students whose native language is Spanish. These assessments provide us with insight toward their literacy skills in the English language. This initial data set helps us to group our ELLs for targeted intervention. We also use a web based application called Achieve 3000 to target reading skills for this population. This software provides us with reading levels (as a Lexile Level) for the students and it tracks their progress. This software is Common Core aligned and instructors are able to target specific standards for students' development. Another tool we incorporate is the NYC ELL Assessment. This assesses the students in the 4 modalities and provides benchmark results throughout the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The percentages are approximately as follows

- a. Grade 6: P – 5% A – 47% I – 25% B - 21%
- b. Grade 7: P – 15% A - 31% I – 12 % B – 42%
- c. Grade 8 P - 2% A – 25% I – 39% B – 38%

The data reveals that a greater percentage of our 7th Graders scored proficient. That is three time larger than grade 6 and 7 times larger than grade 8. We will revisit the strategies used with this population, to expand the success across all grade and proficiency levels. We have a large percentages of beginners in grades 7 and 8, hence the school will be using a intensive reading and writing program to address language acquisition amongst this population.

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](#))

The data reveals that in 6th grade we have 47 percent of the students are Advanced. For these students we will place an intensive focus on writing skills. Another 47 percent of the 6th grade ELLs fall into the Intermediate and Beginner proficiencies. For these students we have developed a curriculum that focuses on all of the modalities, placing emphasis on speaking and listening. Focusing on these skills provides scaffolding for these students to engage in reading and writing processes. In the 7th and 8th grade populations approximately of the students scored at a Beginner proficiency level. These students will engage in the same curriculum as the 6th grade Beginners. We are using this data for the purposes of grouping the students into target populations designated by proficiency level. This allows the school to align resources to effectively engage the students with the necessary resources to promote their language acquisition.

4. For each program, answer the following:

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

The patterns across the proficiencies and grades are compared to the results of the Spanish Assessment Test (ELE) to monitor the students' progress in English as opposed as the native language. The result of the periodic assessment are used for lesson planning and to determine different strategies to be used in classrooms. The more proficient students are in their native language is easier for them to transition to another language.

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

N/A

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

Once the student is admitted to our school and the home language survey is evaluated, we administer the LAB-R in both languages (Spanish and English) to determine the level of proficiency as well as an interview with parents and student to collect information regarding their educational history and background in order to serve their educational needs. Once the language proficiency L1 and L2 is determined, the student is placed at comparable ages and educational levels. These groups are 605, 705, and 805. They receive bilingual instruction in Math, Social Studies, and Science.

Our school provides our students with print resources to ensure that the subjects taught in Spanish have the appropriate materials such

as textbooks and assessments. In addition, our teachers are certified bilingual. They teach skills and content in their native language while beginning to build oral English proficiency and English-literacy skills (reading and writing). Due to the different level of proficiency, several strategies are used, such as small group instruction, differentiated instruction, different questioning strategies, and vocabulary in context techniques. In addition, students receive 90 minutes of ESL instruction while receiving the content areas in their native language. Our students are assessed periodically using the DRA and other in-class assessments to determine the progress in English and to ensure language acquisition. The school promotes afterschool programs and tutoring (Achieve 3000, ELA, Math, and Science) to reinforce English and vocabulary skills in an environment suitable for learning.

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

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 program for ELLs is determined by the percentage of students who met the AYP and the scale movement prescribed by the NYSESLAT. In addition, ELL students are evaluated by the State exam in ELA, Math, and Science (in eight grade), as well as by other interim assessments throughout the year. Such data is used for curriculum planning and to drive instruction. Finally, such data is used by the teachers to determine small group and differentiated instruction.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At MS 80 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. Upon completion of the HLIS, such pedagogues initiate an informal oral interview in English and in the native language (when possible). Depending on these findings, the eligible students will be administered the LAB-R in Spanish (when is required) and in English to determine proficiency in both languages within the first ten days of their initial enrollment. Two specialists on each field are entitled to administer such assessments at the beginning and throughout the year. Cut scores on LAB-R determine service eligibility for new entrants. A description of the available programs to assist the student is explained to the parents to help them decide on which program they would like their children to enroll. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

- 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.
In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation workshops during the intake process. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents must view the NYC language program video in their native language, meet with our ESL teacher to discuss concerns, and complete a Home Language Survey. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to register their children with the program of choice. All Program Selection Forms are completed during the interview with the ESL teacher and therefore this form is on file for all ELL

students. In cases where the home language is one that no one in the school speaks, the pedagogues seek assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents

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](#)].)

Our school ensures that Entitlement Letters and Parent Survey and Program Selection forms are completed at the time of intake. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.

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.

Once a student has been identified as an ELL, the parents enter into a consultation with the pedagogue in their native language. At this consultation, the parent reviews the three program choices with the pedagogue, views the video, and is given the opportunity to ask any questions and address concerns with the pedagogue and parent coordinator.

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.

All school personnel who will be involved in overseeing the administration and scoring of the NYSESLAT must be provided with and read a copy of the School Administrator's Manual. School personnel who will be administering any session of the NYSESLAT must also be provided with and read the sections of this manual entitled "Supervision of Students". The NYSESLAT is administered annually to all English language learners in grades 6-8. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education.

For the NYSESLAT administration, Pearson will provide test booklets, Directions for Administration, and prerecorded CDs for use in administering the Listening subtest in Grades 6-8. Answer sheets will be provided by the Regional Information Center (RIC) or large-city school district office in our geographic area. The answer sheets will be used to record student responses for all questions in the Listening and Reading subtests and multiple-choice questions in the Writing subtest. For the Writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions. The Speaking subtest is administered to students individually at a location separate from other students and our school has a specialist who is entitled to administer the speaking part before the date established. The Listening, Reading, and Writing subtests must be administered to groups of students between the dates established. We choose our own testing days and times within the time period provided. The make-up test dates are any dates that remain in the primary administration period and the last day of administration.

For all grade bands, our school administers the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing.

In MS 80, we administer the NYSESLAT to all English language learners in Grades 6-8 regardless of physical location of the student, classification as disabled, or number of years of service (including six or more years), until proficiency is attained as reflected in the score achieved on NYSESLAT. In addition, The NYSESLAT is designed specifically for English language learners. Therefore, testing accommodations ordinarily permitted for English language learners taking other State tests are not permitted for NYSESLAT except students who incur on disabilities shortly before test administration and/or students with disabilities based on their IEP's or 504 Plan.

Since The NYSESLAT is secure. All test materials are secure, except for the manual. Teachers and administrators must carefully safeguard the test materials. We keep the materials secure, and no one may make copies of them. MS 80 maintains the security of the test materials following measures such as

Keeping sealed packages of secure test materials in a secure location that is maintained under strict security conditions, an inventory of the test materials is conducted as soon after delivery. The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, are not removed from the secure location, except for the inventory of test materials shipped to our school, until the day(s) on which the test is administered. The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, are not opened until the day(s) on which the test is administered. Teachers who have been given the scoring materials to review for the Speaking subtest must safeguard these materials and must not leave them out unattended.

All of the secure test materials are accounted for following the administration of the test. All are returned to Pearson promptly after

administration and scoring. Our school principal signs and returns the Examination Storage Certificate to ensure that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to the test administration. He makes a copy and retains the original document in the school files. As soon as practical after the test results have been made available, MS 80 provides each student's parent/guardian with the results of their child's NYSESLAT. 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. 
- After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore the majority of our parents are choosing monolingual classes with ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, writing, and writing in English. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support.

Our main objectives are to:

- provide grade level academic work in the student's native language to develop conceptual understanding and learning provide strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- attain English Language proficiency within three years
- develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Self Contained Model: licensed ESL teachers provide instruction in English using ESL methodologies.
2. Mainstreamed Model: ESL students who are placed in regular monolingual classes due to capping would be mainstreamed into an ESL self-contained class to ensure language development. The instructional unit blocks that they will receive would be determined by the student language proficiency level.

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)?

During the course of the day, the students will receive the mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency. The ELLs who are in ESL classes will be given their mandated minutes of ESL instruction by a ESL teacher. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies and language acquisition programs such as Achieve 3000.

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.

To develop content understanding we are using grade specific textbooks: Glenco in Science, Finish Line (Spanish Version), NY Ready, and translations from Engage NY in Math. All instructional resources selected will help improve our ELL students' skills through content rich curriculum and by incorporating the New York State and Common Core Standards into their work.:

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

Bilingual and ESL teachers review the overall findings of the ELE exam and the findings from the NYSLEAT and grouped their students accordingly. The Bilingual units of study are in alignment with the monolingual units. The unit tests and quizzes are translated to ensure that our Bilingual students receive the identical rigorous formatted questions to answer. Teachers also confer with their students to determine movement in native language proficiency. For all students, ongoing assessments of students in academic content areas as well as language development inform teaching and learning. Content-area learning and simultaneous language development should aim to meet programmatic goals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Bilingual units of study are in alignment with the monolingual units. Teacher use diverse teaching techniques. It is desirable

to provide ELLs with multiple opportunities to show what they know and can do. We understand that ELLs should have not only multiple opportunities, but also multiple ways to show what they know, and that assessment specifications should include a variety of item and response types that may lead to assessments on which ELLs are more likely to be able to show their strengths. As an example, teachers use The Universal Design of Learning (UDL) where items are presented with many visuals, performance tasks, and/or oral responses are ways to allow ELLs to better demonstrate proficiency.

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).

Certain ELL populations in the school are in need of more specific and skill based instruction. These groups include: SIFE students, newcomers, 4-6 years ELLs, and Long term ELLs. In order to provide additional support for these groups, we will offer the following

Academic Interventions:

- Achieve 3000
- After-School Program
- Saturday Program
- 37.5 minutes small group instruction
- Summer School
- Guided Math
- Guided Reading
- Related services as per IEP, if applicable

Licensed ESL teacher working in classroom with ELA teacher

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and SIG

and

the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and build their [BICS] basic interpersonal communication skills. All of our bilingual and ESL classrooms are equipped with listening centers.

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?

Teachers of ELL-SWDs use the following instructional strategies and grade level materials to provide access to academic content areas and accelerate English language development:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

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?

In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school uses curricular, instructional, and scheduling flexibility in the following manner....Special Education ELLs will receive mandated ESL services based on their IEP's.

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

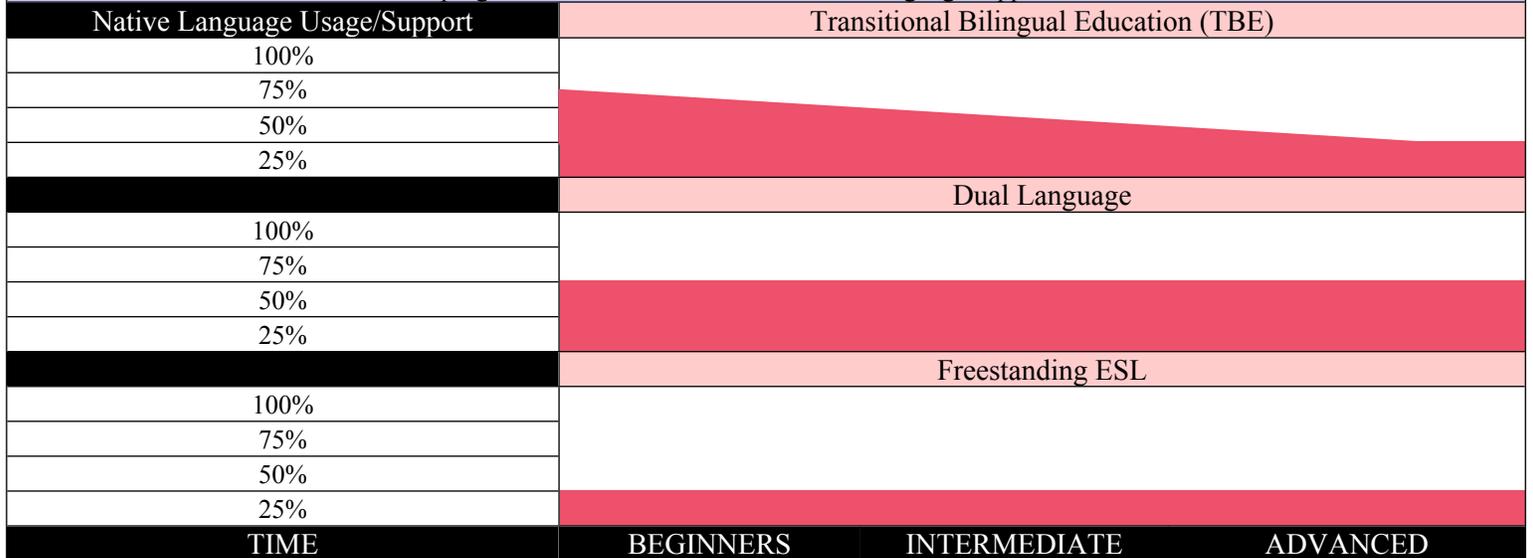
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, NYS Math, and Science, and teacher observations

throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our targeted intervention programs to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Achieve 3000 Program. This program provides a comprehensive, research-based instruction which is aligned to the NYS Standards. This program provides multi-level teaching strategies, multi-level materials, and multi-level assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress.

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

Our program is designed with high expectations to all students. In order for the program to be effective, MS 80 had developed clear goals and objectives among all the subject areas. In addition, our teachers are aware of their student's population and they are certified in bilingual education. Our program had been well-designed around instruction and instructional routines. There is a clear input and modeling. Our students are actively engaged and their constant participation in class is motivated by constant feedback and attractive activities. Students are constantly applying new learning by interacting with peers and their teachers and they are periodically reviewed by administering frequent assessments with re-teaching as needed.

In Math, MS 80 administers 5-6 module exams (depending on the grade), baseline assessments and mock state assessments in Spanish. The data collected is periodically reviewed during grade level common planning meetings to drive instruction and is used by the teachers to determine small group and differentiated instruction.

In ELA, MS 80 administers a Baseline assessment at the beginning of the school year. Throughout the year, teachers administer different reading and writing assessments such as the ones provided by Engage NY that are aligned to the Common Core Standards. The data collected on these assessments is revised weekly during the common planning meetings. Finally, ELA mock state exams are administered.

In Social Studies, MS 80 administers a baseline as well as ELA. Throughout the year, teachers administer different types of writing and reading assessments. The data collected is revised during the common planning meetings. The same pattern is followed in Science. Our school is focused on the language development of ELLs and every department is working in conjunction to design the curriculum not only aligned with the common core standards, but also taking into consideration our student population needs. These needs are addressed throughout the assessments administered and the data collected. Paste response to question here:

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

After analyzing our NYSESLAT, ELA, and Math Data, we concluded that our ELL students require additional support in the areas of

reading and writing. We therefore plan to include the supplemental services of Achieve 3000 to provide additional linguistic support.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday

academies to build their reading, writing and mathematic skills. Our related service teacher provides small group instruction to our

Special Education ELL Students using grade appropriate and standard based materials. She provides services to students who are experiencing reading difficulties

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

At this moment, MS 80 will not be contemplating discontinuing any of the ELLs program/services.

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

ELLs are afforded equal access to all school programs. Our after school program and supplemental services offer

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

At MS 80, technology has become an essential pedagogical tool. Our classrooms are equipped with the latest: smart boards, laptops, iPads, sound system, microphones, and other to ensure student literacy encouraging class participation and accountable talk. Our classrooms are equipped with leveled libraries aimed to encourage independent reading.

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

Classroom written instructions, tasks, assessments, and books are provided in both languages (Spanish and English). Content areas are taught in their native language. Written and oral communication is provided to parents in the native language.

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

The services provided to the ELLs population are driven by the data collected in formal assessment tests and other informal assessments in class performed by the teacher at their grade level.

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.

Before the school year begins, we invite the students and their parents to our school. In that day, we provide them with a welcoming kit that includes teacher information, classroom location and phone number, basic information about school's attendance policy, including phone numbers parents should call when their child will be absent, bussing information, school website, lunch information, and volunteer opportunities. In addition, we provide the students with our school calendar, community resources such as after school programs, English classes, and health centers. Finally, we provide a school tour in order for our ELLs to feel welcomed.

18. What language electives are offered to ELLs?

As for this moment, there are no language electives provided for our ELLs other than English.

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)?

N/A

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.

ELL PD is provided in two formats: Pre-recorded-online and live-onsite. Pre-recorded-online training sessions are under two hours in durations and available to view at any time from any computer with access to the Internet. Live-onsite trainings are whole-day sessions with a break for lunch. Locations for liveonsite training are listed

with each training event. In addition, professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO Literacy and Math Lead Teachers.

Our Lead Teachers:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

We receive professional development support in the area of bilingual and ESL education from the following:

SIOP Model - CFN 536 (Instructional Coaches)- November 6, 2013

- Reading Program - Achieve 3000 (Private Vendor) - October 21, 2013

Instructional Strategies for the ELL Content Area Classroom – CFN536 (Instructional Coaches)

- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 3000 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

In order to provide support to the staff assisting Ells as they transition from middle school to high school, MS 80 facilitates teachers

with professional development on how to build vocabulary in the classroom, phonetic awareness, and other reading and writing strategies aimed to facilitated English language acquisition. In addition to other social activities are provided aimed to integrate Ell's into the dominant culture such as chess club, baseball, basketball, dance, painting club, volleyball, and The Giant Thinking Program.

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?

MS 80 will provide a variety of translated surveys, informational documents, and notifications to parents, curriculum, study guides, and reference materials of ELLs during the identification and placement process as well as throughout the year starting in September 2013 through June of 2014.

The Parent Coordinator office sends newsletters to parents on a monthly basis informing them of the different workshops and activities available for parents' participation. In September, we have Parent Orientation Night to inform parents about the different language programs offered, Transitional Bilingual (Spanish) and Free Standing ESL, information about the path to monolingual ELA classes, and a parent orientation video for families of ELLs. Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.

Also in September, we have "Curriculum Night" offering parents an opportunity to learn about the school's ELL curriculum and how it is aligned to the core curriculum as outlined in Children's First reform and the new Common Core State Standards. ELL teachers, Lead teachers, administrators, the parent coordinator, and community associates participate in this activity.

We have also scheduled throughout the year, "ARIS Workshop for Parents of ELLs" to assist parents in tracking their students academic progress. The workshop is given by the Parent Coordinator and Community Associate.

Also, we encourage parents of our ELLs to participate in adult literacy programs offered by the New York City Office of Adult and Continuing Education (OACE). Classes are offered in classes in Adult Basic Education, High School Equivalency (GED), English for Speakers of Other Languages (ESOL) and Career and Technical Education (CTE).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x080 School Name: Isobel Rooney Middle School 80

Cluster: 5 (CEI-PEA) Network:

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.

The following set of data was utilized to determine parents' preferred language of communication:

- Home language survey
- School report card data
- Parent surveys
- Contact sheet surveys
- Oral translation requests for parent association meetings and parent teacher conferences

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.

Middle School 80 is a local zone, neighborhood school amidst a multi-cultural/multi-lingual community. The predominant languages in our school community are: Albanian (1.83%), Arabic (1.99%), Bengali (7.49%), English (42.05%), and Spanish (43.27%). Other languages spoken by our school community with less than 1% representation are: Bulgarian, Chinese, French Khmer, French, Gurarati, German, Korean, Mandinka/Mandingo, Thai, Turkish, Urdu, Ukrainian, and Yomba. Our parents need both oral and written interpretation. The school community is informed of our language needs and services via our Community Newsletter, School Leadership Team Meetings, Parent Coordinator Workshops/Meetings, Letters, Memos, and Parents' Association Meetings. Oral translation is provided as needed in the aforementioned meetings. Lastly, the School Safety Agents have been trained to assess parents' interpretation needs.

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.

We have a Language Access Poster predominantly displayed next to the entrance of the Main Office as well as a “We Speak Your Language” post card at the security lobby at the entrance of the school. Written translation services will be provided in-house by school staff proficient in the pertinent language. Furthermore, DOE translation services and the Big Word are used to translate documents when in-house staff is unavailable or unable to translate a particular document. Furthermore, staff and faculty receive a Language Access Kit (both physically and electronically) that includes and Translation Request form to be submitted to the Language Access Coordinator whenever they need documents to be translated. This includes timeline requirements for translations.

Written translation will be provided for:

- Monthly Calendars
- Memos
- Individual parent Letters
- Parent Newsletters

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

Staff and faculty receive a Language Access Kit (both physically and electronically) that includes a Translator request form, so that staff can request a translator for meetings with parents that are not English proficient. Furthermore, the kit includes on how to use the DOE translation and interpretation over the phone translation services, as well as guidelines for working with translators. Oral interpretation services will be provided in-house by staff members who are fluent in the parents' predominant language. These staff members include: the parent coordinator, teachers, secretaries, and other schools staff. If our staff does not include a person that is fluent in the needed language, we will seek volunteers and other resources to obtain translation. In addition, our Student Translating Troop welcomes and guides parents to events in Albanian, Arabic, Bengali, English, and Spanish.

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>.

Designated multi-lingual staff will be targeted for translation and their availability will be tracked so that we can most effectively use our assets. As aforementioned, oral interpretation will be provided as needed by in-house staff that is fluent in the parent's preferred language, in addition, parents are informed that if they like, they may use a friend or relative for interpretation. The DOE translation unit will be used as necessary.

Translation services will be provided for all parental communications including, but not limited to the following:

- Monthly calendar
- Parent surveys
- Parent Memos, letters, and notices
- Parent phone calls
- Parent Newsletter

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: : Isobel Rooney MS 80	DBN: 10X080
Cluster Leader: Debora Maldonado	Network Leader: Gerard Beirne
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 217
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: 12
of certified ESL/Bilingual teachers: 5
of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We are proposing to create an extensive intensified mandatory Saturday Tutorial program for all students grades 6-8 (Including all ELLs including long term ELLs) and most staff to prepare our students for the state ELA and math exams. This extended school day schedule will facilitate increased job embedded tutorial service (including the 37.5 minutes each day as well as a richer set of instructional offerings for students).

Over 90% of our students are ELLs or former ELLs. In Mathematics 33% (221) of students have a performance level below 2. In ELA 39% (259) of our students have a performance level below 2. In addition, based on grades analysis for the first marking period, 55% of our students obtained a grade of 65 or below in Math while 50% of your students got a grade of 65 or below in ELA. These figures indicate that there insstruotional supplemental programs are highly needed in order to support our student's academic achievement.

The instructional focus of our instructional supplemental programs will be strictly building academic skills based on Common Core Learning Standars. The instructional supplemental programs will be aligned to Common Core standards appropriate to the grade level and subject area for ELA and Math. The programs will support students skills development paying emphasis to core subject skills where students have shown weaknesses, based on ongoing assessments and aligned to the day school program curriculum, allowing them to progress toward mastery of grade level standards and prepare them to succeed in the NY State Exams.

The Saturday institute will cover 16 weeks and 2 days in April. It will begin in December and end in April. The students are tutored in ELA and Math. Some of the ELL students will also be tutored for the 2012-2013 NYSESLAT exam.

For language development, the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). Teachers of this program will be ELA and ESL certified teachers. Students will be led in a Reading/Writing-centered curriculum. This English program will enhance their English acquisition and focus specifically on Wagner's goal of improving ELLs/Formers ELLs academic language acquisition.

Teachers receive training twice a month after the Saturday Tutorial program to deepen their understanding of using strategies to support ELLs in learning how to read and write in English. These training are conducted by certified ESL teachers/coaches from our CFN and EPO.

Part B: Direct Instruction Supplemental Program Information

In Math we are using the Finish Line Series in Spanish and Kaplan in English

In ELA, we are using the Buckle Down Series and later the NYSEAT Test Prep Series.

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:

Professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO Literacy and Math Lead Teachers. Our Lead Teachers:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

In addition to the in-house professional development, every Wednesday, we have diverse support from other sources aswell. We receive professional development support in the area of bilingual and ESL education from the following:

- SIOP Model - CFN 536 (Instructional Coaches)- November 6, 2012
- Behavior Support and Classroom Management Skills - RAMAPO (Private Consultant)- November 6, 2012
- Reading Program - Achieve 3000 (Private Vendor) - January 16, 2013
- Reading Failure Free (Private Vendor) - January 23, 2013
- Write 2 Learn (Private Vendor) – February 13, 2013

Part C: Professional Development

- Instructional Strategies for the ELL Content Area Classroom – CFN536 (Instructional Coaches) – March 6, 2013

- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 3000 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

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:

MS 80 will provide a variety of translated surveys, informational documents, and notifications to parents, curriculum, study guides, and reference materials of ELLs during the identification and placement process as well as throughout the year starting in September 2012 through June of 2013.

The Parent Coordinator office sends newsletters to parents on a monthly basis informing them of the different workshops and activities available for parents' participation.

Part D: Parental Engagement Activities

In September, we have Parent Orientation Night to inform parents about the different language programs offered, Transitional Bilingual (Spanish) and Free Standing ESL, information about the path to monolingual ELA classes, and a parent orientation video for families of ELLs. Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.

Parents are invited to participate in the boroughwide parent institutes offered by the Office of English Language Learners such as "Everything You Want to Know in One Evening: Information Session for Parents of ELLs" – Theodore Roosevelt Educational Campus - on September 25, 2012.

Also in September, we have "Curriculum Night" offering parents an opportunity to learn about the school's ELL curriculum and how it is aligned to the core curriculum as outlined in Children's First reform and the new Common Core State Standards. ELL teachers, Lead teachers, administrators, the parent coordinator, and community associates participate in this activity.

We have also scheduled throughout the year (October 2012, and February 2013) , "ARIS Workshop for Parents of ELLs" to assist parents in tracking their students academic progress. The workshop is given by the Parent Coordinator and Community Associate.

Also, we encourage parents of our ELLs to participate in adult literacy programs offered by the New York City Office of Adult and Continuing Education (OACE). Classes are offered in classes in Adult Basic Education, High School Equivalency (GED), English for Speakers of Other Languages (ESOL) and Career and Technical Education (CTE).

Part E: Budget

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

Allocation Amount: \$0

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: \$0

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		