



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOSEPH H. WADE
DBN (i.e. 01M001): 09X117
Principal: DELISE JONES
Principal Email: DJONES8@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: MARGE STRUK

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
Delise Jones	*Principal or Designee	
Darlene Attong	*UFT Chapter Leader or Designee	
Candelaria Valeria	*PA/PTA President or Designated Co-President	
Thelma Warner	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Pedro Lugo	Member/ Chairperson - Teacher	
Yamilette Vargas	Member/ UFT – Bilingual Coordinator	
Sophia Enamorado	Member/ UFT - Paraprofessional	
Ida Isill	Member/ PARENT	
Jessica Pineda	Member/ PARENT	
Adelfa Arista	Member/ PARENT	
Margarita Hodge	Member/ PARENT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 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
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School Information Sheet for 09X117

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	642	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	30	# SETSS	12	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	12	# Drama	N/A
# Foreign Language	7	# Dance	8	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.1%	% Attendance Rate		% Limited English Proficient	88.2%
% Free Lunch	93.7%	% Reduced Lunch		% Students with Disabilities	24.4%
% Limited English Proficient	32.6%	% Students with Disabilities			
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American		% Asian or Native Hawaiian/Pacific Islander	19.0%
% Hispanic or Latino	77.2%	% Asian or Native Hawaiian/Pacific Islander		% Multi-Racial	0.1%
% White	1.0%	% Multi-Racial			
Personnel (2012-13)					
Years Principal Assigned to School	9.18	# of Assistant Principals		# of Counselors/Social Workers	2
# of Deans	N/A	# of Counselors/Social Workers		% Teaching Out of Certification	3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		Average Teacher Absences	1.8%
% Teaching with Fewer Than 3 Years of Experience	7.3%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4 (8th Grade)	3.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			32.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			94.1%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		4 Year Graduation Rate	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	N/A
White	N/A	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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

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.				
One of the strengths of the 2012 – 2013 SCEP was the improvement of teacher effectiveness on how to create rigorous tasks and questions by adapting and revising curriculum maps to reflect Common Core learning Standards				
Describe the areas for improvement in your school's 12-13 SCEP.				
An area for improvement from the 2012 – 2013 SCEP would be the teacher's use of assessment including both formative and summative. Teachers need more support in collecting, analyzing and interpreting and monitoring student data				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Time is one of the most significant challenged we encountered when developing and implementing the 2012 – 2013 SCEP				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
We were successfully able to complete the following:				
<ul style="list-style-type: none"> • 100% of the teachers involved in the Inquiry Process • Revamp teacher scheduling to include built in planning time by grade and content to ensure alignment of resources to support attainment of school-wide goals related to the improvement of pedagogy and student achievement • Provide multiple opportunities for teachers to look at student work with a rubrics • Identify and incorporate a set of prioritized standards and instructional shifts across the curriculum resulting in opportunities for all students to engage in rigorous and relevant opportunities 				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.				
As noted in the area of improvement, teachers still support in the use of assessment including both formative and summative. Teachers need more support in collecting, analyzing and interpreting and monitoring student data				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes
			<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.				
The anticipated barrier and challenge in developing and implementing the school's 2013 – 2014 SCEP would possibly be the lack of, personnel and time to execute all of the initiatives.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
<ul style="list-style-type: none"> • – 5% increase in the number of students achieving proficiency at levels 3 and 4 on the 2014 NYS ELA • – 5% increase in the number of students achieving proficiency at levels 3 and 4 on the 2014 NYS Math • - 3 -5% increase in the number of English language Learner students mandated to take the NYS ELA achieving level 2 level 3, and level 4 				
Describe how the school leader(s) will communicate with school staff and the community.				
School Leaders will communicate the SCEP with the entire school community through Teacher Team Meetings, Faculty conferences, the School Leadership Meetings, Parent Workshops, Staff Newsletters, ,				

the school's website, Monthly PTA Meetings.

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

The established goals and action plans are all designed to promote student achievement and increased student outcomes. This can only occur by an in depth review of our school's instructional core, trends, and student achievement data

Then teachers will...

- More effectively implement quality instruction
- Be able to identify readily what students know , create action plans to support student learning that are differentiate and flexible
- Deepen their own content knowledge and pedagogy

Then students will...

- Be able to articulate what they are doing, why and the supports and strategies they have used to increased performance
- Be able to set goals individual goals and identify if they have achieved their goals

Then the school administration will...

- Be able to recognize what works to promote learning and achievement for all students as well as, the identified subgroups.
- Build teacher capacity and provide differentiated support to teachers
- Provide academic engagement workshops for parents to support them as they support their child (ren)

All of the above will have a direct impact on improved student outcomes

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

The strategies for executing the theory of action in the school's SCEP will consist of the following:

- consistent monitoring of student achievement data and to ensure the alignment of the curriculum and academic tasks to the Common Core Learning Standards
- Ongoing professional development for teachers that engage them in activities that will create a shared school-wide understanding of effective teaching.

These strategies will be accomplished by:

- The administration, instructional specialists, the data specialist and teach teams meeting all using a specific protocol for inquiry and looking at student work.
- Student rubrics and tasks will be aligned to the Common Core Learning Standards will be used to assess all student tasks.
- Professional development in the areas of aligning curriculum to the Common Core Learning Standards and effective teaching will be provided

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

- The school's SCEP will address the needs of our identified subgroups, students with Disabilities and the Economically Disadvantaged and English Lange Learners.
- The school has a RTI team designed to develop strategies to support students with disabilities and support teachers in writing quality IEPs, reviewing IEPs and supporting students based on the IEP.
- A protocol has been established for the team's analysis of student work.
- The school's Academic Intervention Services, Afterschool Program, Saturday and Holiday Camps will all provide targeted support to all student sub-groups based on student need

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

The school's improvement plan will be monitored by the frequent analysis of student data and teacher practice. This will be conducted by school administration, the school data specialist, and classroom teachers.

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).

According to our 2012 – 2013 Quality Review, “The school’s focus on a set of prioritized standards and instructional shifts across the curriculum results in opportunities for all students to engage in rigorous and relevant learning opportunities.” Additionally data from the 2012-2013 Learning Environment Survey shows that the overall score for academic expectations from teachers, students, and parents increased from 7.7 in 2011 – 2012 to 8.2 out of 10 in 2012 – 2013. These results suggest that although instruction at our school, and professional development towards improving it, has some strengths, there is still room for improvement.

Review Type:	Quality Review	Year:	2012 – 2013	Page Number:	3	HEDI Rating:	Developing
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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	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	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.

To deepen the school community’s understanding of what high-quality teaching looks like, to improve pedagogy by focusing on lesson development, assessment, questioning and discussion techniques through professional development on Charlotte Danielson’s **A Framework for Teaching**

By June 2014 100% of teachers will engage in professional development centered on improving their professional practice and possess a normed understanding of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching included in the new teacher evaluation and development system improved.

Instructional Strategies/Activities

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

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

1. Teachers participate in weekly grade/content specific planning sessions on the following:
 - Lesson planning
 - Looking at student work
 - Use of data and action planning
 - Making modifications to the curriculum based on student outcomes

Our administrative team has identified resources and structures to support teachers’ understanding of the Danielson framework such as: Videos from Engage NY, the Teaching channel and other resources on ARIS Learn, and professional development structures such as weekly grade team meetings, monthly faculty conferences, and one-to-one meetings between administrators and teachers.

2. Our administrative team will implement one cycle of professional development for each of the selected Danielson domains. Each cycle will last approximately three sessions and will include all teachers and paraprofessionals. Activities at these sessions will include:

- Collaboratively viewing published videos of teaching practice;
- Recording low-inference observations of this practice;
- Directing participants to rate the recorded teaching along the selected domains
- Facilitating whole-group discussions of the ratings assigned by each participant;

3. Administrators will conduct ongoing Formal and Informal Observation Cycles: School leaders conduct observations of teachers and debrief with teachers around their practice. In these debriefing conversations, teachers and administrators norm their definitions of strong teaching practice and sharpen their understanding of the Danielson Framework.

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

1. Administrators, Coaches, PSO Achievement Coach and DOE Talent Coach , PSO consultant, SESIS Coordinator
2. Administrators, Coaches, PSO Achievement Coach and DOE Talent Coach , PSO consultant, SESIS Coordinator
3. Assistant principals/principal

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

1. Each teacher team will share their highly effective lesson plan on the school's ARIS private community
2. By June 2014, school leaders and teachers will agree with 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across domains 2 and 3
3. Administrators will use Teachboost to track the observed domains, identify the domains that teachers have demonstrated mastery on and or weaknesses to provide differentiated professional development

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

1. By September 2013 all teacher programs reflect a weekly grade/content planning team meeting.
2. By November 2013 teachers will participate in ongoing professional development cycles around identified Danielson domains
3. By October 2013 the school will facilitate a full day inter – visitation with the network team and principals, citing trends and evidence aligned with the Quality Review indicators.
By January 2013 all teachers will have a minimum of 3 informal observations
By February 2013 all 50% of the teachers that selected Option #1 will have a completed Formal Observation

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

1. 60 copies of Enhancing Professional practice: A Framework for Teaching by Charlotte Danielson for all teachers and administrators
2. Per Diem for teachers – Attendance for professional development; missed preps 19 sessions; ELA, Math, Science, SS, ESL/NLA
3. Teachboost program

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	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).

According to the 2012 – 2013 Quality Review, the school needs to increase teacher capacity to deliver student-centered instruction to promote greater engagement so that all students can demonstrate their thinking in high quality work.

Review Type:	Quality Review	Year:	2012 - 2013	Page Number:	6	HEDI Rating:	Proficient
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Tenet 3: Curriculum Development and Support

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

	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	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.

100% of the instructional staff will participate in inter-visitations cycles focusing on teacher capacity to develop student-centered instruction as per Domain 2 and 3 of the Danielson Framework; promoting greater engagement, providing opportunities for all students to demonstrate their thinking in high quality work.

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

Strategy – All content grade teams will participate in bi – monthly inter-visitation cycles that support the Danielson Framework with a focus on domains 2 and 3

1. Activity All All teachers complete two self – reflections regarding their practice within specified domains of the Danielson rubric
2. Activity All All teachers will create a professional development growth/goal plan with a mid-year and end year reflection benchmark
3. Activity 2 All teachers will receive feedback from the visiting inter – visitation teachers and all participating teachers will complete reflections

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

PSO Achievement Coach and DOE Talent Coach will meet with instructional specialist (All Coaches, Bilingual Coordinator) and administrators on implementing the Teacher Effectiveness rubric

1. Teacher Teams
2. Teachers, reviewed by administrators.
3. Teacher teams

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

Progress effectiveness and impact evaluated by Principal, Assistant Principals

- 1 Self – reflections be used prior to pre and post observations for teachers selecting Option # 1 and Data Talks sessions with

administrators for teachers who selected Option #2 to measure alignment between self assessment and align observed practice

- Teacher created Professional Development growth plans be used prior to pre and post observations for teachers Option # 1 and Data Talks sessions with administrators for teachers who selected Option #2 to measure alignment between self assessment and align observed practice. Each teacher chose their weakest domain from the self-assessment and created a SMART goal to strengthen his or her practice in that area.
- Attendance and feedback from principal/assistant principals and teacher inter-visitations sessions. Review, discuss identified team strategies and action plans

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

- Teachers will complete self reflections in November 2013, March 2014 and June 2014
- Teachers will complete Professional development growth plan/goals December 2013 with mid – year benchmark march and end year June 2014
- By December 2013 100% of the teachers will have participated in an overview on the Inter-visitation expectations with Bi – weekly cycles beginning December 2013. By January 2014 100% of the instructional staff will participate in one inter-visitation cycle followed by a debriefing session with the team and lab site teacher.

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

- No cost associated with this activity
- No cost associated with this activity
- Per Diem rate teachers for coverage 40 periods from December 2013 – June 2014

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

According to the 2012 – 2013 Quality Review, the reviewer notes“ the school supports its ambitious instructional goals with well-implemented action plans that result in timely adjustments that accelerate student achievement.”

Review Type:	Quality Review	Year:	2012 - 2013	Page Number:	4	HEDI Rating:	Proficient
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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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Increase the number of students achieving proficiency and progress in Literacy as determined by the NYS ELA Exam and mathematics as determined by the NYS Math exam. Central to achieving this goal will be ongoing professional development around the Common Core Learning Standards, their integration into our units of study, and our development and administration of at least two CCLS- aligned tasks in ELA in all grades and least two CCLS-aligned tasks in Mathematics in all grades:

- – 5% increase in the number of students achieving proficiency at levels 3 and 4 on the 2014 NYS ELA
- – 5% increase in the number of students achieving proficiency at levels 3 and 4 on the 2014 NYS Math
- - 3 -5% increase in the number of English language Learner students mandated to take the NYS ELA achieving level 2 level 3, and level 4

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. **ELA** Department Professional Development is given based on the following topics in regular weekly department planning meetings:
 - Understanding the CIE – Citywide Instructional Shifts
 - Using our knowledge of these shifts to integrate the Common Core Learning Standards into units of study in our year-long curriculum maps
 - Using data (in writing tasks, diagnostic assessments, and formative assessments) to plan instructional next steps
2. **Math** Department Professional development is given based on the following topics in regular weekly department planning meetings:
 - Understanding the CIE – Citywide Instructional Shifts
 - Using our knowledge of these shifts to integrate the Common Core Learning Standards into units of study in our year-long curriculum maps
 - Using data (in writing tasks, diagnostic assessments, and formative assessments) to plan instructional next steps
3. **ESL** Department Professional Development is given based on the following topics in regular weekly department planning meetings:
 - Understanding the CIE – Citywide Instructional Shifts
 - Using our knowledge of these shifts to integrate the Common Core Learning Standards into units of study in our year-long curriculum maps
 - Using data (in writing tasks, diagnostic assessments, and formative assessments) to plan instructional next steps

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

1. Activity ALL - Assistant Principals, Principal, Teacher Teams, Instruction specialists
2. Activity All - PSO Achievement Coach and DOE Talent Coach , PSO consultant, R-Bern Specialist
3. ESL Teachers and staff serving ELL population

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

1. Activity ALL - Teacher Teams, All Students including ELL's, SWD and Multiple Holdovers
2. Updated Mathematics curriculum maps

3. Improved instructional practices for ESL students based on formal and informal observations of instruction

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

1. August 2012 – May 2013
2. August 2012 – May 2013
3. August 2012 – May 2013

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

1. Activity ALL

Level 2 students (General ED, SWD's ELL's) ; ELA/Math 6 - 8

Math - CMP3; ELA - ELA Crosswalk Coach

Tues – Thursday 3 – 5 PM

Cold snack in the class (bag only)

Start January 7th - Ends April 1st ELA; math continues to April 30th

ELA and Math

Jan -7, 8, 9, 14,15, 16,21, 22,23,28,29,30,

Feb -4, 5,6,11,12,13,14,25,26,27

Mar – 4,5,6,11,12,13,18,19,20,25, 26, 27

Apr - 1

Math Only

Apr 2, 3, 8, 9, 10, 23, 24, 29, 30,

May 1

2. Activity ALL

Level 1 Students (General ED, SWD's ELL's) ; ELA/Math 6 – 8

Math Progress Coach; ELA – Progress Coach

Saturday 9 – 1

Start Jan 4th – Ends May 10th

Jan 4, 11, 18, 25,

Feb 1, 8,

Mar 1,8,15,22,29

Apr 5, **16,17,18**,26, 3,10

3. Enrichment level 3 and 4 students

Yo Magazine and Robotics

Saturday 9 – 1

Start Jan 4th – Ends May 10th

Jan 4, 11, 18, 25,

Feb 1, 8,

Mar 1,8,15,22,29

Apr 5, **16,17,18**,26, 3,10

Activity ALL – Jupiter Online Grading system PO # WO401153

LeAP Water Ecology in – house resident; 3 classes (General Ed, SP Ed, Bilingual) Vendor # LEA0400000

Activity ALL – supplies and materials associated with After School and Saturday programs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	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				
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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

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

Major Recommendation

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

According to the 2009 – 2010 JIT -**School Strengths** The Wade Academies have many partnerships with community organizations, e.g., Girls Inc.; Beacon; Morrisania Health Clinic; and the Helen Keller Foundation. The family room is actively used, and workshops are offered frequently for parents. Quality Review (Page 4)-The school offers extensive opportunities to support the social/emotional growth of students and families with effective partnerships.

Review Type:	JIT	Year:	2009 - 2010	Page Number:	2	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

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

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	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.

We will continue to integrate child/youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students. This will be reflected by a 3% increase in the number of parents completing the Learning Environment Survey at the end of June 2014.

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. Continue our partnerships with Fordham University, Columbia University, Iona College, Girls Inc. Planned Parenthood, Christadora Manice, NYS Trout Association, Creative Arts Team, LeAP, ACDP Beacon, The NY Yankees, Bronx Borough President's office, Young Athletes, The Way to Happiness Foundation, Model's and Media Club House
2. Continue to maintain and create support systems and partnerships to address the social, mental and emotional development for all students with a focus on "high risk students. Development of program for At Risk students who are "multiple holdovers."
3. Continue to provide school wide systems and protocols to ensure student safety. Implementation of student council and school wide newsletter developed by student council

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

1. CBO Partnerships and School community
2. RTI -Social Worker, Guidance Counselors, Social Work Interns, SBST Social Worker, 1 Dean, Assistant Principal, SAPIS Counselor, Mandated Counselor and ACS – Social Workers/Case managers when needed. School – based Social Worker, Bilingual Coordinator, Assistant Principal, SETSS Teacher, IEP Teacher.
3. Social worker/coordinator of Student Activities

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

1. Members of the school staff, Parent Coordinator, Principal to monitor programs and partnerships throughout the year
2. Response Intervention Team (RTI) will continue to meet weekly to discuss students that have been referred by their teachers and or have deem deemed in social/emotional crisis or not meeting academic standards. The teams will create an action plan for the individual student in partnership with the classroom teachers and parents based on student need. This may include counseling, peer conflict resolution, peer leadership groups, group counseling, or referrals to outside mental health agencies or family counseling. Monthly Parent workshops co-facilitated by the parent coordinator and PTA. An assistant principal is assigned to each team, to monitor its effectiveness. Student cases that are reviewed by the teams but referred by the teachers. Teachers are invited to the meetings to participate in the development of the action plan for the referred student and receive follow – up in writing.
3. Principal and Assistant Principal meet with the Parent Coordinator and Social worker to discuss the monthly activities and reflect on the activities from the previous month and revise plans as needed.

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

1. Activity ALL – September 2013 – 2014
2. September 2013 – 2014
3. September 2013 – 2014

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

1. Ongoing meeting with vendors, CBO’s from August 2012 - 2013
2. RTI meetings occur weekly from September 2013 – June 2013. Ending with a student and parent ceremony for recommended students that demonstrated academic. Social, or emotional growth
3. Multiple Holdovers 6 – 8
 ELA, Math, Counseling, Parent Engagement Workshops, Trips
Saturday 9 – 1
 Start Jan 4 th – Ends May 10th
 Jan 4, 11, 18, 25,
 Feb 1, 8,
 Mar 1,8,15,22,29
 Apr 5, **16,17,18**,26, 3,10

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown 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	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs		X	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).

Data from the 2012- 2013 Learning Environment Survey shows that the overall score for academic expectations from teachers, students, and parents increased from 7.7 in 2011 – 2012 to 8.2 out of 10 in 2012 – 2013.

Review Type:	Learning Environment survey	Year:	2012 - 2013	Page Number:	1	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	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.

By June 2014, further develop parent engagement by continuing to develop our school parent relationships through the delivery of a series of 10 parent workshops that build on their ability to support student achievement thereby increasing parent participation as compared to previous year

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. Activity ALL

Workshop Title	Staff Responsible	Timeline
Parent Involvement Policy - Elections	Barbara Martoral – Family Advocacy Office	September 2013
Introduction to ARIS and JupiterGrades (online grading)	Darryl Lewis – Programmer/Test Coordinator	October 2013
Bullying/Cyber bullying? What does it mean and how can I protect my child?	Andrea Vazquez, Social Worker	November 2013
Title I Overview; Learning Leaders	Principal (Title I); Parent Coordinator	December 2013
Expectations of the CCLS - "What does it mean for your child"	Rondell Rodney, ELA Teacher	January 2014
Promotional Expectations Workshop	John Dubatowka, Guidance Counselor	February 2014

The New ELA and Math assessment – What does it look like?	ELA/Math Instructional Specialist	March 2014
The New NYESLAT Assessment	Bilingual Coordinator	April 2014
For Parents of SWD and ELL’s Supporting your Child’s Individual Needs	John Skelly Assistant Principals	May 2014
End of the year -Parent Celebration	PTA and Parent Coordinator	June 2014

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

1. Activities to be coordinated by staff as indicated above

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

1. Improved participation by parents as compared to previous years workshops.

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

1. September 2013 – June 2014

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

Saturday Parent Retreat; Session facilitated by Teachers

January 2014 – ENACT Parent Partnerships

9 – 12

Hosting 3 parent workshops/training classes

Family Math Day – Math Instructional Specialist

February 2014

9 – 12

Students and their parents engage in math activities CCLS Aligned

ESL Classes for Parents – Facilitated by Bilingual coordinator

March 2014

9-12

ELA Family Day – ELA Instructional Specialist

April 2014

9 – 12

Budget and Resource Alignment

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

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

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

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

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.

The goal is to expand learning time, thereby increasing the length of the school day and year providing targeted students with additional academic instructional time

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.

The programs are designed for both Tier II and III intervention, ELL, and students with special needs. Additionally, Parent Engagement and Professional Development services to assist parents and teachers in understanding the Common Core Standards are included to provide a comprehensive approach.

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

Principal, Assistant Principal, Teachers, Parent Coordinator

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

Students in Grade 6 with an ELA Scale score of 297 and lower
 Students in Grade 6 with a Math Scale score of 289
 Students in Grade 7 with an ELA Scale score of 301 and lower
 Students in Grade 7 with an Math Scale score of 290 and lower
 Students in Grade 8 with an ELA Scale score of 302 and lower
 Students in Grade 8 with an math Scale score of 293 and lower

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.

X	21 st Century		Tax Levy	X	Title I SWP		Title I TA		Title I PF	X	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.

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.

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

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 ELT program will provide the additional hours needed to support targeted students in the area of ELA, Math, Science and Social Studies

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

The program is designed to provide academics and enrichment. The enrichment is offered for ½ hour after the academics.

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

The enrichment component of the program is non-graded and reflects student choice

D. Are the additional hours mandatory or voluntary?	<input checked="" type="checkbox"/>	Mandatory	<input type="checkbox"/>	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.				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
Student that are I need of additional support have been targeted. We hosted a parent meeting to inform parents and include them in the process. We met with the targeted population of students to explain the importance of the program				
G. Are you using an ELT provider procured using the MTAC process?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Students will take a pre assessment, mid assessment and post assessment				

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	Expeditionary Learning	All ELA Classes – 12 periods per week (Whole Class)	During the day
	Guided Reading	All ELA Classes – 2 periods per week (Whole Class)	During the Day
	Language Academy	ELL students including Long Term ELL and ELL SWD's (Small Group)	After – School – 3 days per week
	Achieve 3000	All ESL and FESL Students SWD's (Whole Class)	During the Day; Double period – 1X per week
	Writer's Workshop (Strategies for Writing)	ICT classes (Whole Class)	During the day
	Vocabulary Intervention (Burkes Vocabulary)	Level 1 and Low Level 2 students	Before School – ETS 37.5 Tues - Thurs
	SETSS	Mandated SETSS students (Small group)	During the Day Push in model;
	SHTP – Kaplan	Selected 8 th Grade students (Small Group)	After School
	Homework – Study Hall	6 th – 8 th Grade students (Small group)	After - School
	After-School Test Prep Program Ready - NYCCLS		After School

	<p>Reading Intervention Capulet Reading Program</p>	<ul style="list-style-type: none"> Over – aged/hold over students (small group) High level 2 students (Small Group) <p>SIFE Students (small Group)</p>	<p>Saturday</p>
<p>Mathematics</p>	<p>Math in Focus (Singapore Math)</p>	<p>Selected 6th, 7th, 8th Grade classes</p>	<p>During the Day – math block</p>
	<p>Integrated Algebra</p>	<p>Select 8th Grade Students</p>	<p>During the Day</p>
	<p>Math Enrichment</p>	<p>Select 8th Grade students</p>	<p>After School</p>
	<p>SHTP – Kaplan</p>	<p>Selected 8th Grade students (Small Group)</p>	<p>After School</p>
	<p>Homework – Study Hall</p>	<p>6th – 8th Grade students (Small group)</p>	<p>After School</p>
	<p>After-School Test Prep Program Ready - NYCCLS</p>	<ul style="list-style-type: none"> Over – aged/hold over students (small group) High level 2 students (Small Group) 	<p>After - School</p>

	SETSS Basic Computational Skills in Math	Mandated SETSS Students Level 1 and Low Level 2 students	During the Day Before School – ETS 37.5
Science	Kaplan Science Christordora Manice Robotics	Small Group and one to one Select 8 th Grade Science Classes (Whole Class)	During the Day – Circular Six Assignment During the Day Saturday Academy
Social Studies	Kaplan Social Studies	Selected 8 th Grade Students Small Group and one to one	During the Day – Circular Six Assignment
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SIT/RTI Counseling Mandated Counseling SAPIS Counseling OT/PT/Hearing/Vision Morrisiana School Clinic	Group Counseling · Individual Counseling · Referrals to Outside Agencies Gender Counseling Student Leadership Group Family Counseling Student Conflict Resolution Provide health-related services	During the school day

**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.

Highly qualified teachers are attracted through professional reference, internships, and student teaching through Fordham University. We currently have Fordham University student teacher interns partnered with the Instructional Specialists in ELA, Math, social Studies and ESL classes. We also have three Columbia University and 1 Iona College Graduate School social Worker Intern working with our learning community. Wade Team members are also encouraged to continue their education and attain additional graduate or post-graduate degrees as well as certification in multiple areas.

In addition to be fully highly certified and licensed in their assigned areas, current Wade Team Members will become highly qualified through participation in on – site professional development, study groups, Inquiry Teams, PLC's and CFN 551 workshops. Participants will then facilitate peer sessions to turn-key the information and knowledge. Through this process of teacher teams, each individual gets an opportunity to cultivate their craft.

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).

Professional Development is differentiated based on Teacher Professional Development surveys and observations. Teachers participate in departmental in – house inter-visitations. Teacher have opportunities to facilitate professional development

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

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

We will use our budget strategically to hire and recruit highly qualified teachers, as well as support professional development

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.

All teachers participate inquiry teams using a set protocol identified by the school to assess student data and look at student work

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).



Joseph H. Wade Academies M.S. 117

1865 Morris Avenue

Bronx,

NY 10453

718-583-

7719

jhs117.org



Principal

Assistant Principal
Heyliger

Assistant Principal

Delise Jones
John Skelly

George

PARENT INVOLVEMENT POLICY (PIP)

Our school, The Wade Academies MS 117X 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 our 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, Madeline Santana will serve as a liaison between the school and families. Ms. Santana 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. Ms. Santana will also maintain a log of events and activities planned for parents each month and file a report with the main office and the Family Advocates office for district #9.
- 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

The Wade Academies MS 117X 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 09	Borough Bronx	School Number 117
School Name Joseph H. Wade Academies JHS 117		

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 Delise Jones	Assistant Principal John Skelly
Coach Yamilette Vargas	Coach Judith McGraw
ESL Teacher Pedro Lugo	Guidance Counselor Diane Jean-Pierre
Teacher/Subject Area Dulce Martinez	Parent Adelfa Arista
Teacher/Subject Area Carlos Cruz	Parent Coordinator Madeline Santana
Related Service Provider Kisha Hope-Johnson	Other Nelvi Vega
Network Leader(Only if working with the LAP team)	Other Cynthia Diaz

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	646	Total number of ELLs	231	ELLs as share of total student population (%)	35.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	3	3					7
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	2	4	4	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	231	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	52
SIFE	31	ELLs receiving service 4-6 years	74	Long-Term (completed 6+ years)	37

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	77	16	3	3	0	0	0	0	0	80
Dual Language										0
ESL	43	7	6	71	2	14	37	0	3	151
Total	120	23	9	74	2	14	37	0	3	231

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	30	29					82
Bengali							0	0	0					0
French							0	0	0					0
TOTAL	0	0	0	0	0	0	23	30	29	0	0	0	0	82

*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																		
Spanish																			0	0
Bengali																			0	0
French																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							71	40	30					141
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu														0
Arabic														0
Haitian														0
French							2	1	0					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	4						5
TOTAL	0	0	0	0	0	0	75	46	31	0	0	0	0	152

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)							20	27	23					70

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)							23	9	21					53
Advanced (A)							41	39	24					104
Total	0	0	0	0	0	0	84	75	68	0	0	0	0	227

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	61	5	0	0	66
7	54	5	0	0	59
8	53	1	0	0	54
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	72		5						77
7	36	8	23		1				68
8	52	8	2						62
NYSAA Bilingual (SWD)									0

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

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

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

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

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

Our school uses a variety of assessment tools to measure the early literacy skills and language acquisition of our ELL students such as: Running Records, CC-aligned reading diagnostic test (in English and Spanish), CC- aligned baseline writing and writing portfolios (in English and Spanish), Achieve 3000 lexile level (English and Spanish), NYSESLAT, NYS ELA, NYS Math, NYS Science and the Social Studies and Science Performance tests.

The 2012 - 2013 NYSESLAT data, shows that 12% of our 7th and 8th grade ELL students attained English language Proficiency and 43% attained Advance Level.

The data results below, represent a comparison between the 2012 – 2013 NYESLAT and NYS CC ELA Data, presented by grade:

Incoming 6th grade:

16% or 13 students attained a Beginner level in the NYSESLAT; 100% of the students tested (3 students) attained Level 1 in the CC ELA

29% or 23 students attained Intermediate level in the NYESLAT; 100% of these students attained a Level 1 in the CC ELA

51% or 41 students attained Advance level in the NYSESLAT; 91% of these students attained a Level 1 in the CC ELA

4% or 3 students attained Proficiency level in the NYSESLAT; 33% of these students attained a Level 3 and 66% attained a Level 2 in the CC ELA

7th grade

24% or 19 students attained Beginner level in the NYSESLAT; 100% of students tested (11 students) attained Level 1 in the CC ELA

12% or 9 students attained Intermediate level in the NYSESLAT; 100% of these students attained level 1 in the CC ELA

51% or 33 students attained Advance level in the NYSESLAT; 90% of students tested (18 students) attained Level 1 and 10% (2 students) attained level 2 in the CC ELA.

13% or 10 students attained Proficiency in the NYSESLAT; 50% of these students attained Level 1 and 50% attained level 2 in the CC ELA

8th grade

26% or 18 students attained Beginner level in the NYSESLAT; 100% of students tested (15 students) attained level 1 in the CC ELA

29% or 20 students attained Intermediate level in the NYSESLAT; 100% of students tested (19 students) attained Level 1 in the CC

ELA

34% or 23 students attained Advance level in the NYSESLAT; 95% of students tested (20 students) attained Level 1 and 5% (1 student) attained Level 2 in the CC ELA

10% or 7 students attained proficiency level in the NYSESLAT

For current 6-8, 2013 English Proficient ELLs

A total of 20 ELL students attained language proficiency in 2012-2013. From that total we noticed the following,

11 students (55%) that have attained Proficiency in the NYSESLAT, attained a Level 1 in the CC ELA

8 students (40%) that have attained Proficiency in the NYSESLAT, attained a Level 2 in the CC ELA

1 student (5%) that have attained Proficiency in the NYSESLAT, attained a Level 3 in the CC ELA

For 6-8 Former ELLs

48% (94 students) attained Level 1 in the CC ELA; 86% (178 students) attained Level 1 in the CC Math

44% (86 students) attained Level 2 in the CC ELA; 14% (30 students) attained Level 2 in the CC Math

6% (11 students) attained Level 3 in the CC ELA;

0% (1 student) attained Level 4 in the CC ELA;

After showing a growth of 8% performing at grade and above grade level in the ELA last year, all our former ELLs performed below grade level in the CC ELA in 2013.

After analyzing lastests state assessment data, Department data and individual students' data, ESL and NLA teachers submit an action plan for the lowest eight students. Teachers and students set goals that will be revised and assessed in the next three months. Assessment data is used to inform grouping, to determine class and student progress toward the CCLS, to plan instruction and to make modifications to the current curriculum, addressing the instructional and language necessities of each proficiency group. Using current data, students are placed in diverse groupings, including small groups, partner and whole group instuction to support daily learning goals. Student work is further supported through verbal and written feedback that aligns to ESL and CC standards.

In addition, we will provide differentiated support to our students through our Title III allocation. We are offering an afterschool program that is geared to support the specific language and literacy needs of each of the ELLs subgroups.

Additionally, we are providing regular education content teachers and bilingual content teachers with ongoing professional development to help them understand the process of second language acquisition; learn and implement ESL teaching and learning strategies in the classroom; and use the HESS cognitive matrix and the Bloom's Taxonomy to design and scaffold rigorous task for ELLs.

The implications for our learning community overall is to provide differentiated support to all of our ELL students in the areas of Speaking, Listening, Reading and Writing, at the same time we raise the performance expectations across the school, for English Learners.

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

After looking at our 2012-13 NYSESLAT and LAB-R data we have identified the following relation between proficiency level and grades:

*48% of our incoming 6th grade ELL students attained Advance, 23% Intermediate, and the remaining 23% scored at the Beginner level.

*In the 7th grade, 52% of all students attained Advance, 12 % attained Intermediate and the remaining 36% scored at the Beginner level.

* In the 8th grade, 35% of all students scored Advance, 30% scored Intermediate and 33% scored Beginner.

*90% of newly arrived students in the thre grades (6-8) performed at the Beginners level as revealed by the LAB-R. The other 10% performed at the Intermediate or Advance levels.

*The majority of the students remaining at the same PL for three consecutive years, are at the Advance level. Many of them long are term ELLs.

*ELLs in all language proficiency levels (from Beginner to Proficient), performed below grade level in the CC ELA; they struggled reading complex text and responding to rigorous tasks.

In summary, 45% (or 104) of our ELL students in grades 6-8 are at the Advance proficiency level; 23% (or 53 students) are at the Intermediate level; and 31% (or 70 students) are at the Beginner level.

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](#))

At this time we haven't had access to information about student performance in each one of the NYSESLAT language modalities (not accesible through the RNMR). However, AMAO data reveals several things.

*10% of our ELLs attained proficiency.

*In 7th grade 53% of the students showed progress, according to AMAO #1 criteria.

We use these data to determine the instructional support we will put in place for teachers and for each one of the ELL subgroups.

As a result, we have been working collaboratively to develop a strategic plan for our ELL student population. Our ESL/NLA Department developed a CC standard-based curriculum aligned to the Common Core Learning Standards. We also aligned our ESL/NLA Curriculum with the ELA Units of study to reflect a seamless transition. To support teaching and learning and to ensure that students receive targeted assistance in the four modalities: speaking, listening, resding and writing, we are participating in

professional development on and off site. The goal is to help teachers cultivate their craft and have a greater impact on student achievement.

Through our Fordham PSO Partnership, we have several onsite ELL consultants. The consultants, Zulma Candelario and Roser Salavert (NYC RBE-RN) work in the following capacity:

- Organizing and co leading Professional Learning Communities
- * Facilitating collaborative discussions and study groups for bilingual and content teachers instructing ELLs
- Conducting classroom visits and debriefing with target teachers
- One to one planning with identified teachers
- Scheduling and participating in inter-visitations
- *Facilitating professional development for bilingual teachers on topics such as: Writing a strong CCLS- aligned learning objective; Questioning techniques, student engagement and checking for understanding
- Facilitating common planning meetings with the Bilingual Coordinator one the following areas:
 - CCLS
 - Looking at student data
 - * Giving student feedback
 - * CCLS aligned lesson planning
 - Effective use of academic vocabulary and collaborative discussion
 - * Instructional shifts and how do they look in the classroom
 - Looking at student work and the implications for teaching
 - Danielson’s Framework for professional practice
 - Designing rigorous task in alignment with CCLS

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?

We currently have two programs; The Traditional Bilingual Program and the Free Standing ESL.

a. In all, the majority of the students in the TBE program are currently at the Beginner and Intermediate levels. Likewise, the majority of the students served in the F-ESL program are in the Advance and Intermediate levels. In the year 2012-13, 4% of our incoming sixth grade students attained Proficiency; 13% of our seventh grade attained proficiency and 10% of our eighth grade attained proficiency on the NYSESLAT. All students attaining language proficiency were served in our Freestanding program. Additionally 51% of the incoming sixth grade attained Advanced Level; 51% of the seventh grade attained Advanced level and 35% of grade eighth attained Advanced Level on the NYSESLAT.

For the 2012-13 NYSESLAT data shows that 27% of our students have remained in the same PL for the last three years: 37% of them in the 6th grade (16 in the Advance PL and 6 in the Intermediate PL); 37% in the 7th grade (21 in the Advance Level and 1 in the Intermediate level); and 27% in the 8th grade (6 in the Beginning Level, 3 in the Intermediate Level and and 7 in the Advance Level.)

An analysis of our 2013-14 CCLS-aligned writing baseline assessment showed that students in the bilingual program still struggle to write in English as well as in their native language. Making a claim, citing text evidence and integrating academic vocabulary represent a challenge to all our ELL students, regardless their level of language proficiency.

b. Like the ELA and Math Periodic Assessments, last year we reviewed the item analysis of the ELL Periodic Assessment collectively as an instructional team and then in common planning meetings with teachers. Next, we identify the school, the grade, and the individual class areas of strengths and weaknesses. We go back to our Curriculum maps that are posted online to revise and build in more opportunities to scaffold these specific areas. Individually, teachers are provided with support to address these areas in extended time (37.5 minutes), and guided reading practice in the classrooms.

We recognize that the analysis is a good indicator of how the students will perform on the standardized test. Collecting, evaluating, effectively disseminating and tracking what the students know and do well and as well as building in the infrastructure to support achievement is one of our school wide goals, to further support our ELL and SWD.

c. In the Transitional Bilingual Program, the native language is used to deliver rigorous instruction and to raise the home language literacy level of students. The NLA Curriculum is aligned to the ESL and the ELA curriculum and for the last two years, students have completed 2 units of study, aligned to the Common Core Learning Standards, in their native language. Students read a variety of academic texts, integrating fiction and non fiction reading and teachers plan and scaffold rigorous lessons using the HESS Matrix of thinking skills.

In addition, all NLA classes are scheduled to visit our computer lab once a week for the use of Achieve 3000, a literacy internet-

based program that provides differentiated non fiction reading at the students proficiency level. Furthermore, the reading program provides the NLA teacher with ongoing data, by pre assessing the students lexile level and continuously tracking lexile gains. The ESL/NLA Department uses data generated by Achieve 3000 to determine how are students progressing toward achieving ESL and CC learning standards.

In the F-ESL program, the native language is used to scaffold students' understanding and make complex content material reachable to the English learner. Students have access to Math, Social Studies and Science textbooks in their native language, bilingual classroom libraries and dictionaries. Teachers use technology, such as online dictionaries, to provide native language support to those students who speak less common languages such as Hungarian and Bengali.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
All of our teachers participate in weekly common planning. The instructional team (principal, literacy coach, math coach, social studies grade leader, science grade leader, Bilingual coordinator) meet once a week to develop the instructional goals for the month, the school wide instructional calendar and content area trends. In these meetings, we collectively plan the common planning sessions based on city-wide and school wide initiatives. This includes data analysis. We will utilize a tracking system to monitor student weakness enabling us to further differentiate instruction for our ELL students.
In addition we have coordinated professional development with the office of

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.).
In the long run, the success of our instructional programs is evaluated by the results of state assessments in ESL, ELA, Math and Science. At the beginning of the school year, we disaggregate school wide data to determine the performance of ELL subgroups in each one of the assessments, by program and grade. Results are then measured against AMAO moving targets, to determine students' progress and school's accountability status.
As part of the data analysis, we identify performance trends, and evaluate how instructional programs supported students' achievement. Based on such trends, the instructional team develops an action plan including program goals, instructional shifts, teacher support and parental involvement.

Part IV: ELL Identification Process

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

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

The steps we follow for the initial identification of students who may possibly be ELL's is as follows. Our trained Pupil Accounting Secretary receives the new students and begins the registration process. She collects their personal information such as current address, immunization records, birth certificate and previous school's data. After completing this process and based on the information she receives, our Secretary hands the parent or guardian the Home Language Survey Form in their language, and

refers the family to the Bilingual Liason. If at the time of enrollment, the Secretary can not identify the Home Language of that parent, she pulls a copy of each of the HLIS available in the office, and allows the parent to take the one in his/her language.

However, we know our community. Most of the families we receive are Spanish speakers with a slight increase in the number of Twi and French speakers in the last two years. For this reason, we have four pedagogues who have been trained in-house to assist parents in the completion of the HLIS. They are: Ms. Vargas (SP), Mr. Lugo (SP), Ms. Blackmon (FR), Mz. Ezeudu (Twi). The Pupil Accounting Secretary has the schedule of each one of these Liasons and she contacts them when needed, according to language and availability.

Once contacted, the Bilingual Liason proceeds to help the parent or guardian complete the Survey. If after completing the Survey, the Bilingual Liason is in doubt about the accuracy of the information presented, he/she conducts an informal student interview to determine the student's home language and/or English language ability. Based on the information offered in the HLIS and the interview conducted, the pedagogue determines if the child is eligible to take the LAB-R.

Students eligible to take the LAB-R are tested within the first ten days of admission. This test is hand-scored to determine eligibility and student placement. According to the test's results, we determine if the child is eligible for services. If the student scores below the proficiency level in the LAB-R, his/her parents receive a Letter of Entitlement. In this letter, parents are informed about the test's results, and are invited to attend an orientation meeting to learn about the different programs available for English Learners. Following the meeting, they are asked to complete a Parent's Choice Form expressing their preference. If we offer the program of their choice, the student is immediately placed in the program they chose. If we do not offer the program requested by the parent or guardian, they are then provided with a list of schools in the community where that program is available. We keep record of parental choices. In the last three years we have been able to provide parents with their Program of choice.

Students who are eligible to take the LAB-R, and whose home language is Spanish, are also administered the LAB in Spanish. This test allows us to determine the student's listening comprehension, speaking, writing and reading level in their native language. The results are used to decide if that child needs additional support in the NLA classroom, during and/or after school hours.

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

The structures in place to ensure that parents understand all three-program choices are as follows. After we have identified the student's eligibility for services, we invite the parents to an information meeting. We have a large meeting in the fall where we present the highlights of Part 154, discuss Title III Funds, explain the Identification Process and show them the EPIC video in different languages. Parents are also given an information brochure about the three program choices available for ELLs and the Parent Choice Form. At that time, parents are asked to complete and return the form. If a parent requires more time to make a decision, he or she is permitted to take the form home and send it with their child next day. If they do not return the form we send notices home to the parents until this one is returned. In the event that a parent does not return the Parent Choice Form, in two weeks, we default to Transitional Bilingual. Parents are then informed of the decision by receiving a Placement letter.

When a new student arrives during the school year, one of the trained pedagogues help the parent or guardian complete the Home Language Survey. If after completing the Survey we determine that the child's language is other than English, the student is then administered the LAB-R within the first ten days of entry. If the student scores below the proficiency level in this test, one of the Bilingual Liaisons schedules an appointment to inform the parents of the three choices they have. During an individual meeting, parents are presented with the EPIC video explaining the three program options, provided with a brochure in their home language and the Parent Choice letter. If a parent chooses a program other than TBE or FESL, we make them aware that we do not currently have that program in our school and provide them with a lists of schools in our community that have the program of their choice. (This will happen until we reach a certain number of applicants for a dual language program.) We then follow up with them to record their final choice.

This is the order in which the student ID process and the parental communication process takes place:

- a. As part of the student enrollment process, parents of students who enter school in the US for the first time, complete a

Home

Language Survey

b. Based on the answers given in the HLIS and a student's interview, the Bilingual Liaison determines if the student is eligible to take the LAB-R

c. If the child is eligible for the LAB-R, he/she is tested within the first ten days of enrollment.

d. The LAB-R is immediately hand scored to determine eligibility.

e. If the student scores below the proficiency level, that child is eligible to receive ESL services.

f. An Entitlement Letter is sent home informing the parents of the results of the test. This letter is also an invitation to the parents to attend an informational meeting to gain understanding about the program options they have for their child.

g. Parents attending the meeting watch a video in their native language, describing the three program choices: TBE, FESL, Dual

Language. After the orientation, parents are given a Program Selection Letter and are asked to complete it and return it.

h. If the parent chooses one of the programs we offer (TBE, FESL), their child is immediately placed in that program.

Parents then receive a Placement Letter, indicating in what program and class their child was placed.

i. If a parent chooses a program that we do not offer (Dual language), they are informed about what steps to take in order to find the program of their choice.

i. Program Selection letters and Placement letters are filed and kept in the Bilingual Coordinator's office (rm. 138).

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 [\[see tool kit\]](#).)

At the beginning of the year, when a parent registers a child in a New York City school for the first time, the Pupil Secretary provides that parent with the HLIS in their home language. The Secretary then refers the parent and the child to one of the Bilingual Liaisons in our school. The liaison helps the parent complete the Survey form and, based on the answers given by the parent and the child, the liaison determines if the student is eligible to take the LAB-R. At that time, the Bilingual Liaison keeps a copy of the HLIS for his/her records and returns the original document to the main office, where it is put on file.

After administering the LAB-R, parents of eligible students receive Entitlement letters. In this letter they are informed about test results and the student's rights to receive services. At that time parents are invited to attend an orientation meeting. In this meeting the parents are given Program Choice letters. If the parent chooses one of the Programs we offered, the student is immediately placed in the program of their choice. Parents are informed of this action, by receiving a Placement letter. If the parent requests a language program not available in our school, we provide them with a list of schools in the community that have the program of their preference.

Parents who do not attend the first orientation meeting are invited to an alternate meeting. The Parent Coordinator then places a courtesy call reminding the parents about the new date and keeps record of all parental communication. In the event that a parent does not respond to the second or third invitation or return the Program Choice letter within two weeks, we default to TBE.

In addition, using the RLAT report, at the beginning of the school year we identify the students' years of service (YOS). Parents of students who have been receiving ESL services for six years or less receive a Continued Entitlement Letter in their native language. Letters are distributed by class and backpacked to their home. The Bilingual Liaison maintains a checklist to track all documentation completed by parents, sent home and received back from home: HLIS, Entitlement Letters, Program Choice Letters, Placement Letters and Continued Entitlement Letters. To assist with communication to the parents, the Parent Coordinator, Madeline Santana, calls the parents and keeps a log of who was called and when the calls were made. This information is given to the Bilingual Liaison for record keeping purposes. All parental communication letters, including Entitlement letters, Program Selection letters, Placement letters, Continued Entitlement Letters as well as the HLIS, parent's orientation agendas and sign in sheets, are filed and kept in the Bilingual Coordinator's office (rm. 138).

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. The criteria and procedures used to assess and place ELL students are described above. Parents of students, who enroll the school

for the first time, complete the HLIS. If it is determined that the student speak a language other than English at home, we administer the LAB-R. Based on the results of the LAB-R, the school determines entitlement. Parent of students who are entitled to receive ESL services are then invited to an orientation. The orientation is facilitated in the parent's native language, as well as the video presented and the meeting's agenda. Parents are encouraged and given time to ask questions, in their native language, before making a decision. We currently conduct meetings in English, Spanish and French.

Parents who are unable to attend the first meeting are given an alternate date for an individual meeting.

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

Annually, we administer the NYSESLAT to all English Learners. They are tested according to state administration directions and students' accommodations as stated in the NYSESLAT School Administration Manual. Faculty, parents and students are informed about testing dates as well as the purpose and impact of the assessment. All parts are provided with a calendar indicating the dates and times when each portion of the NYSESLAT will be administered.

The Speaking part of the NYSESLAT is administered by trained ESL teachers. For this section, students are individually pulled out from the classrooms and taken to a separate location where the teacher conducts the test. To accommodate NYS testing procedures, and ensure that the testing day is free of noise and distractions there is not student movement in the building during the administration of the other three parts of the test (Listening, Reading and Writing). To make certain we are providing the best testing conditions, each of the three parts are administered in the morning, on different days of the week in well lit and well ventilated classrooms. Bilingual and FESL classes are tested in their homeroom classroom. Students receiving pull out ESL services are grouped by grade and moved to an appropriate testing location. Teachers are asked to cover or remove criteria charts and board work.

Preparations for the Listening portion of the NYSESLAT include making sure that all testing classrooms have a working audio player and that the volume is enough to be clearly heard throughout the room.

To determine NYSESLAT eligibility we use two ATS reports: the RLER and the RLAT. The RLER indicates if the student is eligible to take the NYSESLAT and the RLAT shows the score history of each eligible student.

We have several programs in place to help prepare our students for the NYSESLAT. Between March and April, we have a Test-prep Unit which is part of the ESL/NLA Curriculum. During this Unit, teachers format their everyday lessons, in the same way students will encounter the material in the NYSESLAT, providing ample opportunity for sentence completion, storytelling, social interaction, answering questions with graphic responses as well as reading short and long passages. Furthermore, teachers scaffold their writing by using picture and graphic prompts and focus on descriptive and argumentative writing on topics commonly found in the test. In all, students receive intensive and extensive practice in all four language strands, in an increasing level of difficulty.

In addition, in February we begin the Language Academy, a NYSESLAT afterschool program offered under the allocation of Title III. At the beginning of the program, students take a pre assessment, consisting of the 2013 NYSESLAT Test Sampler to establish the entry point. The students take the same test at the end of the program to determine progress.

During this afterschool program, students are instructed using a NYSESLAT Test-Prep workbook. This workbook is print-rich and resembles the actual test. It presents opportunities for students to speak, listen, read and write at all levels of proficiency. We also support and test prep our students through the Extended Day 37.5, our Saturday and Vacation Academy programs.

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. 

Upon reviewing the Parent Choice Forms, for the past few years, the trend on Program selection is Transitional Bilingual Education as the first choice and FESL as the second Program most requested. At this time we have not received a request for a DL program.

The Programs we offer at our school are aligned with parent requests. We have a large ELL population at our learning community, hence the reason we are currently offering two programs: TBE Spanish and FESL. Data from 2012-2013 shows that 18 out of 26

new admit students selected the TBE program. Ninety percent of new admit students whose home language was Spanish, opted for the TBE-Spanish program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We are a 6-8 middle school with a departmentalized structure. We do not have any self contained classes and all our students move from class to class based on their schedule. With the exception of special education students that are mainstreamed, all students travel as a class each period. We have three general education ICT classes (one on each grade); one Bilingual Special Education class (7/8 class); three FESL classes (one on each grade); one TBE 6th grade class; one TBE 7th and one 7/8 TBE (new arrivals). Our organizational models consist of both Push in and Pull out.
 - b. Most classes are organized homogeneously by proficiency level (B-I and I-A).
 At the end of the 2012-13 and the beginning of the 2013-14 school year, the school instructional team and the bilingual liaison worked collaboratively to determine the program models and teachers' assignment. We worked together to match the students' PL to the most effective teacher in ESL, ELA and NLA. Decisions were made based on students' language needs and previous data of student progress.
 ESL teachers serving students through the ESL-pull out model, work in collaboration with the content teacher to align instruction to students' language and content needs.
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)?
 All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students receive 360 minutes of ESL language support per week. Advance ELL students receive 180 minutes of ESL per week and a minimum of 180 minutes of CC-aligned ELA instruction. Beginning and Intermediate ELLs in the TBE Program also receive mandated NLA Units as determined by the CR Part 154, a minimum of 180 minutes per week.
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.
 During the first year, students in the TBE program are instructed in Spanish 75% of the time. Content area instruction is provided in the student's native language with intensive support in ESL and NLA in the mandated time allotment. The ESL component focuses on developing the students' language skills in the four modalities: listening, speaking, reading and writing. Our content area teachers provide instruction in both English and Spanish. In the beginning stages of English language acquisition, 60% of instructional time is provided in the student's native language and 40% in English. As the student acquires vocabulary, develops fluency and reading understanding, the English instructional time increases. Students receive grade level/ standard-based academic work, within the framework of differentiated instruction and differentiated assessment.

 Students in our FESL classes receive all of their instruction in English, with native language support in the classroom. As per NYSESLAT data, students are appropriately placed in Intermediate/Advance classes. They receive their mandated allotment of ESL and ELA by certified teachers. While ESL methodologies are used in the content area classes, instruction is delivered in English. The use of the native language provides additional support for content specific comprehension. In addition, language and content area teachers instructing these classes are trained in the use of ESL strategies and methodologies to support the language acquisition of ELLs. Teachers of FESL receive support from an ELL coach who is available weekly to answer questions, discuss challenges, and offer options for instructional modification.

 Our ELA/ESL/NLA departments follow a parallel curriculum. Reading materials are related to the grade appropriate classroom topics that ELLs are being taught. The ESL/NLA/ELA teachers follow a pacing calendar or Units of study to ensure school wide continuity.
 ESL and NLA teachers meet weekly for common planning. During planning sessions teachers examine students data to monitor student progress, review CCLS-aligned tasks, use rubrics to assess students' writing, discuss instructional shifts and watch videos

of best practices, among other topics. Pedagogical discussions on how to make a rigorous curriculum accesible to ELLs, takes center stage.

Unit Focus	ESL	NLA	Weeks
Identity Awareness	Immigration: Personal and Historical Perspective Perspective Taking Within History: Myths and Legends	Identidad: La experiencia migrante	1-8
Real World (CCLS-Aligned Unit)	6 th : Can Animals Think?/Working with Evidence: Rules to Live By 7 th : The Omnivore's Dilemma/Journeys and Survival 8 th : Forensic Anthropology	6 th Pueden los animales pensar? 7 th El dilema del omnívoro 8 th Antropología forense	9-14
Elements of Fiction: The Novel Story	Beginners: The House of Mango Street Intermediate/Advance: Before We Were Free	6 th : El Lazarillo de Tormes 7 th Antes de ser libres	15-20
Figurative Language	Figurative Language and the World Around Us	Los problemas sociales y la realidad del lenguaje	21-28
Test Sophistication			29-34
Argumentative Writing: CCLS-Aligned Unit	6 th The Role of Technology in Education 7 th -8 th The Constitution and the Bill of Rights	6 th El rol de la tecnología en la educación 7 th -8 th El rol de los deportes en la escuela superior	35-40

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

Students are appropriately evaluated in their native language. Students entering the school, who’s main language is Spanish, are given the LAB in Spanish to determine reading comprehension in their own language. Additionally, at the beginning of the year, students take a standard-based diagnostic reading assessment and a baseline writing assessment. NLA teachers also use the Achieve 3000 Levelset test to determine reading and lexile levels of students in a monthly basis.

Teachers evaluate students' reading and writing abilities through formative assessments such as questioning and the use of exit slips, Unit assessments as well as summative assessments. Students are formally and informally assessed before, during and after every Unit. Since native language skills can vary greatly within the same grade level, results of formative and summative assessments are analyzed and used to modify instruction in an individual basis.

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

We have several methods in place to assess our ELL students throughout the school year. We use samplers of standardized testing ELA, and the NYSESLAT to assess students in all four language modalities. Students are also assessed through Running Records, Unit's pre and post assessments, as well as several methods of formative assessments. Teachers use questioning techniques, group activities, hands-on projects, presentations and teacher-student one to one conferencing to gather information about students' understanding. The data collected as a result of these formative and summative assessments is used to group the children and to modify individual instruction.

Many instructional strategies have been implemented to develop the student's language acquisition skills in English. The ELL's primary language is used to translate unfamiliar vocabulary or clarify lessons taught in English. At the same time, the following skills and strategies have been used to enhance and increase reading vocabulary, fluency and comprehension.

- * Students are read to everyday in English and in their native language, for development and enjoyment.
- * TPR
- * Word Webs
- *Journals
- * A variety of effective methods are used to increase the student's ability to learn new words (e.g. role playing or pantomime, using gestures, using real objects, pointing to pictures, quick drawings, Spanish equivalents).
- *Teachers introduce content and academic vocabulary as they introduce a new concept, using visuals. This practice is particularly helpful for newcomers and beginners, giving them the chance to listen, identify, relate to the word and be able to use it in context.

With constant use and repetition, students are more likely to learn them and own them.

- * Teachers in language and content classrooms provide ample opportunities for the students to hold conversations on academic topics, incorporating academic and content words.
- * Guided reading (small group instruction) to focus on reading strategies such as main idea and details, predicting, summarizing, inferencing and analysing character.
- * Scaffolding techniques are planned and used in class to support students' understanding and development process.
- * Students read independently their "just right" books. Conversations are structured around books and subjects that build content vocabulary. They are encouraged to verbally share their thoughts and opinions, and to explain "how" and "why". In this way, ELL's will learn and build the academic English they will need to succeed in future schooling.
- * Children are exposed to a variety of literary (narrative and expository) and non-fiction texts (articles, essays, primary documents), and vocabulary is explicitly taught and emphasized.
- * Objects are labeled in the classroom. Charts are displayed and serve as an open notebook to review previous concepts and as a scaffold for new material.
- * Students learn the writing process (brainstorming, drafting, revising, editing and publishing) as a tool to learn and a tool to think.
- * Language and content lessons are built around students' prior knowledge. Organizational activities such as semantic mapping, KWL, timelines, Anticipation Guides and other strategies are used to determine where the students stand in relation to the content of the upcoming lesson.
- * Language is taught along with content. While teaching content, the student's English proficiency is increased by modeling the pronunciation of difficult words in a lesson, emphasizing word meaning, idiomatic expressions and basic grammatical structures, necessary to understand and discuss the content area material. Above all, creating a classroom climate where students feel comfortable making mistakes and taking risks.

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).

a) We have several initiatives to attend the needs of Students with Interrupted Formal Education. Our SIFEs are instructed basic reading and writing skills in their native language. In many cases, the NLA teacher employs the use of the "cartilla fonetica" (a book which compiles the sounds of consonants, vowels and most common blending sounds and syllables in Spanish), and index cards with sight words to teach the child to read and/or develop fluency. As we strengthened their native language skills, we also build their self-esteem. In a short period of time, the SIFE student can experience success and recover confidence in his/her ability to learn. This constitutes an important step, as we prepare them for the acquisition of English as second language. Newcomers identified as SIFE as well as those students who are performing two or more years below grade level in their native language, also participate in our NLA pull out program, offered by a Spanish certified teacher. Students are pulled out once a week to receive instruction that develops literacy skills in the native language. Special attention goes into reinforcing reading fluency and comprehension as well as grammatical and writing structures.

In addition, SIFE who had not yet attained language proficiency, are participating in Fast ForWord. This is an internet based reading intervention program that targets phonemic awareness, language, memory, attention, processing and sequencing skills. The program addresses all four language modalities, including speaking, as it "listens" to students while they read out loud, intervenes when they struggle, and automatically scores students' oral reading. Students participate in Fast forWord three times a week, during the 37.5 minutes of Extended Time.

Ten percent of our ELLs are SIFE (31 students); 16% (5 students) have acquired language proficiency and 32% (8 out of 25 current ELLs) moved up one proficiency level in the 2013 NYSESLAT.

b) For newcomers who have been in the US school system for less than one year, the ESL teacher uses a specific set of instructional strategies. At the beginning, the students need to be acclimated to the school setting. The ESL teacher gets students started with English for communication, which can help them navigate day-to-day activities and socialization skills. At the same time students are being connected to everyday situations, they are strategically introduced to academic situations and academic language. Teachers employ a great amount of visuals and manipulatives, to help convey the instructional message. The instructor also provides ample opportunities for listening and speaking in the classroom. Additionally, students are allowed extra response time to encourage participation. The teacher also assigns "work buddies", where older students assist the new students in the transition process. All instruction is guided by the NYS

Learning Standards for ESL and the CCLS.

Newcomers who have been in the school for one to three years and who are required to take the ELA, are placed together according to NYSESLAT results. These classes receive language and content instruction in English with NLA support. Teachers study the composition of the classroom and assessment data beforehand, and scaffold their teaching to make content and concepts comprehensible for these students. Lessons incorporate visuals, manipulatives and realia to support the acquisition of complex language and deeper understanding. Vocabulary is emphasized. At this stage the teacher equips the student with strategies that can help them decipher new words: the understanding and use of prefixes, suffixes, word roots, family of words and the use of context clues.

Our curriculum alignment provides for the NLA and ESL teachers to address the same Standards, work on the same topic, strategies and skills at the same time, allowing students to transfer what they've learned in one classroom to the other. We pay special attention to cognates to facilitate reading comprehension. Emphasis is placed on lesson planning so it includes daily opportunities for speaking, listening, reading and writing in the English language.

ESL and NLA teachers meet once a week for curriculum common planning, looking at student work and monitor students' progress toward Unit goals/standards. As a result of these collaborative discussions, curriculum is adjusted.

2012-13 state assessments data shows that this group of students struggle to comprehend complex text and to respond to argumentative tasks: make a claim, and support that claim by citing textual evidence. Using our Title III allocation, we designed an afterschool program for this specific subgroup, focusing on close reading and argumentative writing. The main purpose of the reading session is to teach students how to approach a complex text and use different strategies to uncover its multiple layers of meaning. For the first session, teachers are encouraged to read and discuss a CC-aligned reading selection several times, with a different purpose: reading comprehension, grammatical structures, content vocabulary, interpretation and analysis. The second session of the afterschool program for these group, emphasizes writing from sources and focuses on developing narrative and argumentative writing.

5) Students receiving four to six years of ESL services are placed in F-ESL classes. Others are placed in regular education classes and receive ESL support in a pull out model. All of their instructional support is in English and instruction is design based on the results of the NYSESLAT. We plan authentic ESL learning experiences that focus on their areas of weakness. In most cases students are verbal with a high level of comprehension. However, they do poorly on test because of poor writing and in some instances, listening skills. Therefore, we incorporate tasks, which reflect all four language strands with strong emphasis on Listening and Writing, highlighting the use of academic terms.

6) Four-six year long term ELL students receive differentiated instruction within the ESL classroom according to their needs as per NYSESLAT results. As the previous group, this group of students have a strong verbal skills and an extensive range of social language, however, they lack understanding and mastery of content and academic language. Instruction for long term ELLs focuses on advance grammatical structures and the development of academic language to express knowledge and understanding of content. Through Circular 6, identified teachers provide small group instruction to targeted students.

Before the spring testing begin, we identify those students who have attained Proficiency, according to the NYSESLAT, in the last two school years. During the state testing, these students are pulled out from their regular classroom and grouped together by grade in a separate location. They are allotted time and a half to complete the ELA, Math, Science and any other state assessments.

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?

ELL students identified as having special needs as per their IEP, receive SETTTS or are placed in full time Special Education classes. Monthly data is reviewed through SEC to ensure that students are appropriately placed and are receiving the services mandated as per their IEP. ELL teachers use several instructional strategies with ELL-SWD's to support English language acquisition development and access to academic content. They include: project-based learning activities, interactive word walls, teacher modeling, graphic organizers, cooperative learning activities, think, pair and share activities, the use of criteria charts to scaffold learning and the use of rubrics to foster student's independence. ESL teachers also use the research-based program Achieve 3000 to further support students.

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?

Our school uses flexible programming in a variety ways. We provide our students with the appropriate number of units of ESL and NLA as per compliance. We ensure block programming for our students to assist with the transition from elementary to middle school and to provide more time for quality instruction. Additionally, when recommended, students receive individualized programs to reflect mainstream in specific content areas. Flexible programming is used to maximize the time ELL-SWD's spent with non disabled peers. SWD Bilingual classes are scheduled to attend Gym and Lunch with other ELL and regular education students. In addition, when allowed by their IEP, ELL-SWD students are grouped with other students during the

Saturday Academy and the afterschool Title III programs (Language Academy).

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	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

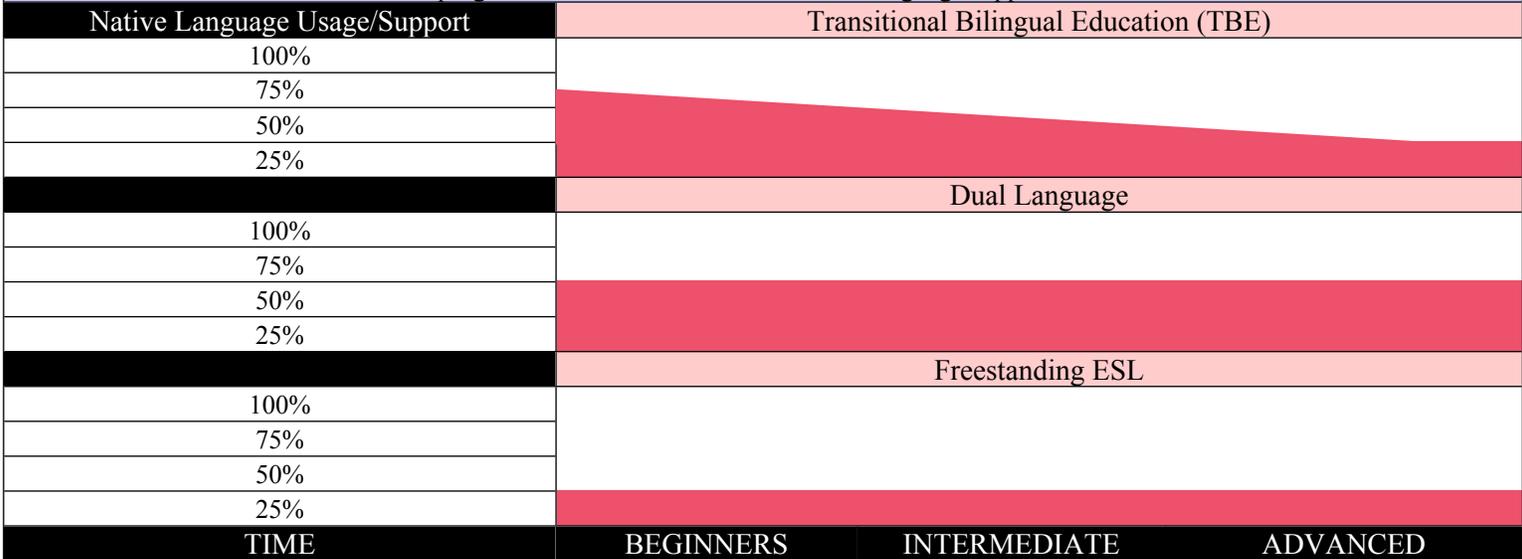
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Our goal is to provide ELL students with the necessary support to access a regular education curriculum in ELA, Math and other content areas. To this end, we have implemented targeted intervention programs to support students in reading, writing and language development.

* Students in the TBE program follow the Expeditionary Learning curriculum. In order to build teacher's capacity to respond to the needs of ELLs, time is allotted for ELA and ESL teachers to work collaboratively. In collaboration, language teachers determine ways to scaffold rigorous tasks and employ techniques to make the readings comprehensible for ELLs in every classroom. To support the teachers, we have also created two professional learning communities where ELA, Math, Social Studies and Science teachers of ELLs look at the work the students are producing and collaboratively come up with strategies we can implement schoolwide to improve ELL outcomes.

*ELA, Math, SS and Science teachers of ELLs participate in weekly ESL Strategies meeting. The main purpose of these professional development sessions is to equip ELA and content teachers with ESL techniques they can use to facilitate knowledge content and language. The focus:

- a. Integration of language (speaking, listening, reading and writing) in all content classrooms
- b. Discuss strategies to build academic and content vocabulary in all content areas
- c. Use of close reading strategies to help ELLs access multiple layers of meaning in a complex text.

ELL students are encouraged to participate in the After School Program, Extended day 37.5, Saturday and Vacation Academy Programs, where they receive intensive support in ESL, NLA and Math in small groups.

The Achieve 3000 reading program is used weekly in ESL and in NLA classes to provide differentiated reading instruction, according to students' needs. The students and parents are also encouraged to use the program at home. Additionally, our school wide Social Studies and Science midterms are translated and offered in the students' native language.

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

At the end of the year, we evaluate the effectiveness of our programs, by determining the number of students showing progress in state test (NYSESLAT, ELA, Math). In 2011-2012, 12% of our students attained language proficiency according to the NYSESLAT and 64% of our ELL population showed progress by either moving up one proficiency level, or moving 43 points in the NYSESLAT scale score. At that time, all students reaching proficiency were in the F-ESL. In 2012-13, 10% of our students attained proficiency, as per the NYSESLAT. All of them serviced in the F-ESL program as well.

On 2012-13 an increased number of ELLs performed below grade level in the CC ELA and the CC Math. Therefore we have taken steps this year to strengthen the ESL curriculum and fortify teachers' craft in both programs.

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

Fast Forward, CCLS-aligned Units of study in ESL and NLA and Expeditionary Learning in the Bilingual ESL classroom are some of the interventions implemented to provide differentiated instruction and support to targeted students. In addition, parallel thematic Units in the ESL/and ELA in the FESL Program provides a greater opportunity to build language acquisition and ESL support for students that have attained "advance" classification on the NYSESLAT.

This year we will continue using Achieve 3000 with our FESL and TBE classes, in ESL and NLA, once a week. We are also working in the development of a targeted after school program that will satisfy the specific needs of our various ELL subgroups (SIFE, Beginners, Intermediate ELLs taking the ELA for the first time and long term ELLs.)

In addition, as part of the Title III Saturday program, newcomers will be participating in a monthly trip to different destinations in New York City. Another initiative for this school year has been the creation of two ELL-Inquiry Teams, bringing ESL, NLA, Bilingual and Regular Education teachers together to look at ELL student's work, holding professional discussions on how to raise ELLs performance by appropriately scaffolding rigorous tasks and rubric-assessment alignment. Time has also been allotted for weekly ESL Strategies meetings for Bilingual Ed. and Regular Ed. content teachers.

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

Students will continue to receive services based on their individual academic needs.
Due to budget constraints we have discontinued two electives: Ceramics and Art.

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

We are an SES school and offer two SES in-house providers for our students. The program identified for ELL's on site is NESI. Students participating in the NESI SES program receive 6:1 intensive ESL and Math support. Students use instructional materials specific to their English proficiency level. After attending classes, students partake in an Enrichment Program. They have the opportunity to participate in a club of their choice. Among them: Dance, Science, Technology, Board games, Ceramics, Art, Open Gym and Drama Club. After school, the ELLs have the option of joining Beacon, the Community Based Organization housed in our building for over 15 years. The students participate in homework help, baseball, basketball and soccer classes. On September 16, 2011, we hosted our annual "Back to School Night". SES vendors were invited to participate and share information regarding their program. Over 100 parents attended the session in which all the information about services and programs was provided in English and in Spanish.

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

We are currently using the following technology programs to support instruction in ELL classrooms:

* Achieve 3000- All students in the TBE program as well as students in FESL classes use Achieve 3000 once a week. We acquired 250 licenses to accommodate all students. Students in Bilingual classes also use the program in NLA-Spanish. Using a 5 step literacy routine, students have the opportunity to integrate all four language arts: reading, writing, listening and speaking, reading strategies, vocabulary development and learn language through content and themes.

*Fast ForWord- As part of a grant offered by the OELLS, this year we are piloting Fast ForWord, with our SIFE and ELL SWD population. We are using fast ForWord three times a week during the 37.5 minutes to support out current curriculum. The reading program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.

- All ESL and NLA teachers have access to the ESL/NLA/ELA aligned Curriculum Map, which is posted online through Rubicon Atlas. ELL content area teachers can also access their curriculum online as well as a great variety of reading and writing resources, including a list of teaching strategies to make the rigorous curriculum accessible for ELLs.

- Newcomers- Series of Books Side-by-Side, reading books and workbook. These books, used to supplement the current curriculum, build on student's grammar to develop reading skills from beginning to advance.

- F-ESL- Read for Real develops reading comprehension using ESL strategies as it builds background knowledge through non fiction readings, cultural notes, word works, grammar and activities for ELLs who need additional language support.

We are committed to equip our ELL's classrooms with the necessary technology to facilitate language development. In previous years we have been recipients of the REZO grant. Thanks to this grant, right now many of our ESL, NLA and ELA classrooms already have or will soon have a Smartboard or an LCD projector. This technology allows the teacher to create interactive lessons, incorporate pictures, add videos, and bring straight to the classroom the great variety of reading and writing resources available through the internet. Teachers can effectively model the writing process (drafting, editing, revising) and note taking, among many other skills and strategies. Our ELL Science classroom also have a Smartboard. Last year we were also able to place two flat screen computers in every ESL/ELA/NLA classroom.

In addition, all ELL Math classes have document readers. Teachers are able to solve a problem or apply a strategy as students see their work and hear their thinking process.

Our school have two fully prepared computer labs, which are used for subject and language instruction and are open for students to conduct research, and type their work. We also have laptop carts in every floor available for teachers' and students' use.

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

TBE Program: During the first year of transition, students receive 70% of their daily instruction in the L1. Core subjects (Social Studies, Science and Math) are delivered in the native language to facilitate and to advance content learning. The students also receive Spanish Language Arts where we emphasize reading and writing skills and strategies, taught through a theme based curriculum. In core subjects like Math, textbooks and other materials are provided in the native language. NLA teachers were provided with aligned NLA Curriculum Map, which states the big ideas of the Unit, learning standards, skills and strategies to be addressed in each Unit of study. The curriculum also provides an extensive list of online resources where teachers can access readings, videos and other visuals, and book readings in the native language. Additionally, NLA and ESL classrooms are equipped with a variety of language books at different reading levels, ranging from picture books and fairy tales through literature written by well-known Hispanic writers, such as Isabel Allende, Sandra Cisneros, Esmeralda Santiago and Julia Alvarez. Classical books like Don Quijote and Lazarillo de Tormes are also available for interested students to read.

FESL classroom: The teaching and use of cognates is emphasized in the Spanish classroom as well as in the ESL classroom. The ESL and NLA Curriculum alignment allows for the direct transfer of content knowledge, vocabulary, grammar, reading and writing strategies. Science and Social Studies textbooks are available to students in their native language. Teachers also use online dictionaries to support students whose native language is less common, such as Hungarian and Bengali.

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

Services support and resources are appropriate to grade and age levels. ESL classes are arranged by grade and English proficiency level. Each grade follows a grade level textbook. Teachers are encouraged to adapt reading resources in order to make grade level material accessible to lower proficiency students. Extra time and additional scaffolding is provided to those students who struggle with appropriate age/level material. Also L1 is used to prepare those students that are performing below grade level to manage grade level material. For example: the NLA Curriculum mocks the reading topics that the ESL beginners will encounter in the ESL classroom.

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.

Newly admitted ELL students are welcomed by one of the ESL teachers during the interview and then introduced to their homeroom teacher. The homeroom teacher identifies a buddy for the student that will assist in helping the new student become acclimated with the school.

18. What language electives are offered to ELLs?

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Our school supports ongoing ESL and NLA teacher's participation in professional development activities. In addition, all teachers of ELLs, participate in professional development to increase their knowledge on ELL data and linguistic needs of ELL students in their classroom.

Some of the past and upcoming professional development for ESL, NLA and other teachers of ELLs include the following:

a. "Understanding the Cultural, Linguistic and Academic Needs of Bilingual Students with Disabilities": ELA, Science, Social Studies, Gym, Dance and other teachers of ELLs as well as the Guidance Counsellor and Social Workers participated in this workshop. The main purpose was to develop understanding of the theories of social and academic language acquisition and how it impacts instruction. Moreover, the workshop explored the difference between the process of second language acquisition and a learning disability.

b. "From Math Stories to Math Discourse for ELLs": Two of our Math teachers of ELLs participated in this workshop, offered by the NYC RBE-RN. This professional development provided direction and practice to deepen mathematical understanding and offered support to teachers to immediately address English Language development and CCS math needs in the classroom.

c. ESL Strategies- Every week bilingual content teachers and regular education teachers of ELLs participate in in-house professional development, addressing the academic needs of ELLs. During the meeting, teachers discuss strategies they can use to make the regular education content curriculum accessible for students of varied language proficiency. Emphasis is placed on how to develop language and address vocabulary in content subjects. On a weekly basis, teachers look at ELL data and discuss the implementation of effective ESL strategies while looking at classroom videos, and analysing student work.

d. Achieve 3000: teachers learn how to interpret data generated by the research-based reading program and use this information to drive instruction. All teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to retrieve and use reading and other instructional material such as graphic organizers (English and Spanish) and fully develop lesson plans that include activities specifically design to provide language and content support for the ELLs in their classroom.

e. Q-TEL- The Bilingual coach participated in a 5-day Q-TEL Institute offered by the Office of ELLs. The six Q-TEL principles guided the workshop, engaging participants in tasks that sustained academic rigor, held high expectations, infuse metaprocesses in the education of ELLs, engaged in quality interactions and sustained a language focus.

f. SIOP: ESL/NLA/ELA teachers of ELLs, as well as the Department coaches participated in workshops on Shelter Instruction Observation Protocol. The workshops provided participants with new strategies to improve the quality of instruction for ELL students. It focused on the eight components of the model: Teacher preparation, building background, making input comprehensible, strategies and interactions, application and delivery, review and assessment.

g. Differentiating for ELLs in Science, The literacy Connection: TBE/FESL/SWD Science teachers are scheduled to participate in this two day workshop that will engage teachers in research-based practices in the area of content literacy and differentiated instruction for English Language Learners. They will also be addressing the Common Core Learning Standards (Knowledge in the Disciplines).

h. Integrating the Common Core Standards in the Spanish NLA Class: NLA teachers took part in this two day workshop offered by the OELL. This training introduced and explained the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes. It focused on instructional strategies for integrating academic vocabulary, reading, and writing. Sample expository texts in Spanish were used to model reading comprehension strategies for students in grades 6-12, including SIFE. Argumentative and narrative writing were used to go through writing, revising, and editing strategies.

i. Navigating ATLAS: An in-house training session for ESL/NLA/ELA teachers to review how to access language and content area curriculum and resources through Rubicon Atlas.

j. Every week ESL and NLA teachers participate in common planning meetings. This year we are aligning all common planning meetings. Once a month all Departments explain, discuss and address one or two components of the Danielson framework for teaching and the Instructional Shifts. We have addressed Domain 2 (Classroom Environment), focusing on components 2b and 2d. We will continue the discussion on Domain 3 (Instruction), focusing on Components 3a and 3b. These discussions lead to teacher's self assessment, interclass visitations, and the development of teaching improvement action plans. The third week of each month teachers of ESL/NLA meet to share, view, discuss and analyse ELL data, identify trends and discuss ways in which that data can be used to

form groups and to impact individualized instruction. The last week of the month is dedicated to review the units of study and make curricular modifications based on the result of latest assessments.

k. All ELL content area teachers participate in weekly content specific common planning meetings. Bellow you will find the specific meeting schedule.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
ETS		Instructional Team			
1			ESL/NLA 6 - 8	ESL Strategies Bilingual Content	
2					ESL Strategies Reg. Ed. ELA and Content
6	6 th Grade Math 6 th Grade ELA	7 th Grade Math 7 th Grade ELA	8 th Grade Math 8 th Grade ELA	Science 6-8 Social Studies Meeting	

2. Every month the Principal reviews the Professional Development opportunities offered by the Office of English Language Learners and identifies workshops for teachers in all subject areas, that can improve the quality of instruction for ELLs in the classroom. Special attention is given to the offerings that help support our teachers in the implementation of the Common Core Learning Standards and how to scaffold complex text and rigorous tasks to make them accesible to English Learners. Workshops on this topic are also provided in house. Fordham PSO consultants have been working with content teachers on how to write a strong, standard-aligned learning objective, using the language of the CCLS.

AP's and coaches are provided in house professional development on curriculum mapping, lesson delivery, informal classroom observations and the design of standard-based assessments. They are also prepared to develop and implement action plans to help teachers who struggle in the classroom.

Through our Fordham PSO all paraprofessionals are participating in on-going professional development on instructional strategies and the role of an effective assistant teacher. Likewise guidance counselors and other related service providers receive on-going support in managing student caseload, reading and writing quality IEP's, and communicating with parents and teachers about individual specific needs and the use of the program SESIS.

Additionally, we have created two ELL Professional Learning Communities which meet twice a month to look at student work, and conduct a focussed Study Group. The first PLC is integrated by ESL, NLA and Bilingual teachers. The second PLC is integrated by content-area teachers, instructing ELLs and F-ELLs. For the last three months Dr. Salavert, from NYC RBE-RN at Fordham University, has been facilitating a study group series titled "Checking for Understanding & Formative Feedback". During these sessions, a cross-content group of teachers engage in the discussion of professional readings and learning activities designed to polish their craft, enhance their understanding of student learning; all leading to raise student achievement.

Once a month, members of our ELL PLC's meet to look at the writing work of English Learners in all content areas. Using the "Protocol for Improving Teachers Practice through the Collaborative Analysis of Student Work", teachers look at the written work produced by a student, describe the work, make inferences about what the student's learning and make connections to teacher's practice. At the end of the session, presenting teachers receive the recommendations of their colleagues on how to improve the outcomes of his/her student. In the next session, that same teacher have the opportunity to reflect and share the outcomes of the recommendations.

3. All non-ESL/NLA/Bilingual teachers participates in the Mandatory Jose P training. This professional development provides teachers with a clearer understanding of the meaning of the term ELL and how to better support the needs of all English Language Learners students. On November 5, we conducted a professional development on Cultural, Linguistic and Academic Needs of ELL/SWDs. This workshop was intended to develop foundational understanding of the theories, stages and patterns of second language acquisition among regular education teachers, social workers and counselors. Other mandatory professional development has included the presentation and discussion of school's ELL demographics and ESL programs; the analysis of ELL data, and ELL mandates as established by CR Part 154. The list of participating teachers includes all content area teachers and related service providers. All of the records are maintained by the Bilingual Coordinator and supervised by the assistant principal, John Skelly.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) Twice a year we offer the informational ESL meetings for parents ELL students. We also hold an annual “Back to School Night” information session. The purpose of these events is to formally introduce our school staff and teachers to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per Chancellor Regulations.

Additionally, as part of the Title III program, we hold annual meetings informing parents about the new Common Core Standards and the impact of the CC in the new standardized testing. Due to the fact that the vast majority of our ELL families speak Spanish at home, last year we conducted one of the meetings in Spanish.

The third Tuesday of every month we hold our parent teacher association meeting. This meeting has increased from 30 parents on average, to 45-60 parents attending every month. Through the PTA and the parent coordinator we host a variety of parents information sessions and activities to familiarize our parents with available resources and services. These activities range from ARIS, grade support information, technology, resume writing to understanding standardized testing. In addition, we promote activities to attract parents and get them involve in our school community. Some of them are: mothers day, father’s day and Thanksgiving luncheons and celebrations. We have a parent’s room that is welcoming and accessible to and for all parents.

2) We are partners with the following organizations: ACDP Beacon; Girls INC.; Morrisana Health Clinic; Helen Keller Foundation, Planned Parenthood, Creative Arts Team CAT and Manice Christodora.

Achive 3000- Home edition. This allows parents to have direct access to their children data and performance. Parents can also use the program to learn English themselves.

Jupitergrades- Is an online teacher grade book. Each family receives a parent ID and parents can check their child’s academic, behavioral status and attendance. While this is not a community-based organization it is a tool that we use to communicate with our parents. This information is retrievable in English or Spanish. We also use this program to distribute our school-wide progress reports.

3) Yearly, the school leadership team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environment Survey, to understand how parent feel about our learning community. Finally the principal has an open door policy, enabling parents to meet with her upon needs. We assess the needs of the parents through individual meetings, the school leadership team and through our parent’s monthly workshops.

4) We try to ensure that when we are planning activities, they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student’s trends, SLT parent surveys and by analyzing the learning environment survey as well as students' data.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Joseph H. Wade Academies

School DBN: 09X117

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Delise Jones	Principal		11/15/13
John Skelly	Assistant Principal		11/15/13
Madeline Santana	Parent Coordinator		11/15/13
Pedro Lugo	ESL Teacher		11/15/13
Adelfa Arista	Parent		11/15/13
Dulce Martinez	Teacher/Subject Area		11/15/13
Carlos Cruz	Teacher/Subject Area		11/15/13
Yamilette Vargas	Coach		11/15/13
Judith McGraw	Coach		11/15/13
Diane Jean-Pierre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Nelvi Vega	Other <u>Math Teacher</u>		11/15/13
Cynthia Diaz	Other <u>ELA Teacher</u>		11/15/13
	Other		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: 09X117 School Name: Joseph H. Wade Academies

Cluster: _____ Network: Fordham PSO

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.

As a starting point, the School Leadership Team and the administrative team review the results of the Learning Environment Survey. Administration meets with Parent Coordinator, during monthly cabinet meetings, to discuss parents translation and interpretation needs. In order to maintain our families informed, we use a variety of methods to determine the languages other than English spoken in our school community. They include a review of the Home Language Survey, parental and student's interviews, and ATS reports in which home language is indicated. In addition, calls made by the parent coordinator, teachers, guidance counselors and Parent Association help us determine language needs. To keep the lines of communication opened the school has the following methods in place: a. Automated phone system for messages in various languages to increase parent involvement at school wide events. b. Inventory of languages taken at Parent Association meetings. d. Parent Teacher Conferences e. Attendance teachers' home visits.

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.

The Morrisania community is rapidly changing. As a result, we now need to provide communication to our families in Spanish, French, Arabic and Bengali. The school provides written translation in Spanish for report cards, progress reports, parent association communications, teacher to parent correspondence, and monthly newsletters and calendars. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators. School staff and administrators provide interpretation services. Oral interpreters are available at all parent meetings in Spanish. According to ATS reports, 94% of our ELL parents speaks Spanish. Other languages spoken include Arabic, Bengali and Twi. We have been successful in oral communications, but we still need to establish procedures and resources in languages other than Spanish, French and Arabic. Language related findings are discussed during SLT meetings, LAP meetings, PTA and Cabinet meetings.

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.

In order to meet the identified needs of our school community, the school will be translating the following documents:

- A parent workshop survey distributed at the beginning of the school year
- A "Welcome Packet" sent home with students
- Related Service providers monthly progress reports
- Bi-weekly progress forms sent home by teachers of all subject areas
- Monthly calendar of school events

Monthly letter to the families

- School Messenger communication system will be used to contact parents via phone or email for absences and special events
- Jupiter Grades reports, used to communicate with parents about their child's academic and behavioral progress

*Graduation related letters

*Attendance related home communications

- Translation and interpretation services will be available for meetings, calls and all correspondences sent home.

Our French and Spanish language teachers will provide translation and interpretation services in house. We will make an effort to incorporate parents in the translation and interpretation of other languages.

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.

The Oral interpretations services provided at the school are rendered by in-house school personnel; Parent Coordinators, Counselors, School Aides, Teachers, Secretaries.

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>.

Using PTA conferences, automated message phone system, and parent's handbook, parents will be advised of translated services. Based on ATS reports, Parent coordinator establishes the parents language of preference and determines the languages in which materials must be available for our parental community.

In relation to school safety, the School Safety Committee will hold a yearly meeting for parents to discuss safety plans and procedures. The Parent Coordinator serves as a translator. Agenda and materials are available in Spanish. All document, including the agenda, attendance sheet and other materials will be kept in the Bilingual Coordinator's office in room 138 and the Assistant Principal's office, John Skelly. Interpretation notice signs will be posted at the school entrance, in the main office and in the family room, where parents are received when visiting the school. In the family room parents will also be able to find other important documents in their native language, such as "Expect Success, A Family Guide to Preparing Students for College and Carrers", "A Shared Path to Success, A Parent's Guide to Special Education services for School-Age Children", the School's Handbook and the Bill of Rights. The last document is available for parents in the family room in English, Spanish, Arab and Bengali.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Joseph H. Wade JHS 117</u>	DBN: <u>09x117</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>150</u>
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:
of certified ESL/Bilingual teachers:
of content area teachers:

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: I. Rationale

The Language Academy will offer academic instruction for ELL students. Our goal is to provide additional language support to subgroups for whom mandated services has shown not to be enough to generate significant progress in the acquisition of English. This literacy afterschool program is customized to address the particular needs of various ELLs subpopulations.

* Newcomers: Students who arrived to the country during this school year and never attended a school in the United States. This particular subgroup is verbally fluent in their native language; however, performs below grade level in reading and writing. Some students in this subgroup are illiterate in their native language. In the afterschool Language Academy the ELL population will receive additional instruction in their native language once a week, and ESL instruction twice a week by certified bilingual / ESL teachers. The additional NLA instruction is intended to develop and strengthen reading and writing skills in their first language in order to facilitate second language acquisition. NLA Instruction will focus on reading (decoding and comprehension) and writing (process and structure); ESL Instruction will provide additional practice in the four language modalities, facilitating the acquisition of academic vocabulary, building background knowledge and developing reading comprehension.

* ESL Intermediate: We will use the term intermediate for students who have been receiving ESL services in a New York City school for 1-4 years and attained a Beginner or Intermediate level in the NYSESLAT. The majority of these students have acquired a level 1 in the ELA and some of them will be taking the ELA test for the first time in April. These students will receive additional reading and writing support.

* The next subgroup is the Long Term ELLs and ELLs in the Freestanding ESL Program. Most of this students have attained an Advance level in the NYSESLAT. However, many have remained in the same PL for three years in a row and are performing at levels 1 or 2 in the ELA state test. Even though these students are verbally fluent, they scored below the proficiency level in Reading and Writing. This students will receive additional help in both modalities.

* Lastly, we will be serving a considerable large group of F-ELL students who have attained language Proficiency in the last two years, however are still performing below grade level in the ELA or Math state tests. These students will receive ELA test preparation, with an instructional focus on reading and writing. The ELA is intended to

II. Subgroups and grade band

• SIFE/Newcomers	6 th /7 th -8 th
• Intermediates (2-5 YOS)	6 th /7 th -8 th
• FESL and Long term ELLs (3 Years in the same PL)	6 th /7 th - 8 th
* F-ELLs	6 th /7 th - 8 th

III. Schedule and duration

	Monday	Tuesday	Wednesday	Weekly Hrs	# Of Classes
Subgroup					
	NYSESLAT Prep (S,L)	NLA	NYSESLAT Prep (S,L)		

Part B: Direct Instruction Supplemental Program Information

SIFE/Newcomers	3:00- 4:30	3:00-4:30	3:00-4:30	4.5	1 (6-8)
	ELA Reading	NYSESLAT Prep	ELA Writing		
Intermediate	3:00-4:30	3:00-4:30	3:00-4:30	4.5	3 (6 and 7/8)
	NYSESLAT Prep	NYSESLAT Prep	ELA Writing		
F-ESL / Long Term ELs	3:00-4:30	3:00-4:30	3:00-4:30	4.5	3 (6 and 7/8)

Dates:

The Language Academy will begin on January and will be extended until April 25. Each subgroup may have a different beginning and ending date.

(12 days)	January 2013	8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31
(9 days)	February 2013	5, 6, 7, 12, 13, 14, 26, 27, 28
(9 days)	March 2013	5, 6, 7, 12, 13, 14, 19, 20, 21
(8 days)	April 2013	16, 17, 19, 23, 24, 25
(2 days)	May 2013	7,8,9

ESL and ELA teachers will be allocated time at the beginning of the month to co-plan instruction and share ESL teaching strategies. Teachers will meet during the following days:

- January 14, 2013
- February 4, 2013
- March 4, 2013
- April 15, 2013

IV. Language of Instruction
English and Spanish

V. Number of Certified teachers

In order to serve our entire target population we estimate the need of 7 certified teachers.

- 1 Spanish Native Language Arts certified teacher
- 3 ESL certified teachers and
- 3 ELA certified teachers who will work side by side to the ESL teacher in lesson planning, data analysis and developing students' instructional plans to ensure the ELL show gains not only in the NYSESLAT, but also in the ELA State assessment. These 3 teachers will work collaboratively with the ESL teachers to instruct FESL students, Long Term ELLs and F-ELLs.
- 1 Lead teacher who will create classes, select instructional materials, monitor and maintain attendance records and implement the program based on program goals.

VI. Types of Materials

- Kaplan ELA Test Prep
- NYSESLAT Test Prep
- * Better Test Writing Workbook

(NLA teacher will use Achieve 3000 as part of the instructional plan to improve native language literacy skills, at no cost to Title III. The school already uses the internet-based reading program during the regular school day)

Part B: Direct Instruction Supplemental Program Information

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: Teachers of ELLs will participate in professional development that will help them understand the ELL population and their academic needs. Training will be conducted on Total Response Techniques and Lesson Planning preparation following the SIOP model. Teachers will also be receiving professional development on how to develop strong content and language objective based on the CCLS. The PD will be conducted in house during the following days.

Friday January 11, 2013 (Lesson Preparation using the SIOP Model)

Friday January 25, 2013 (How to write a strong CCLS aligned LO)

February 8, 2012 (Total Response Techniques)

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL students will be offered classes to learn on how to navigate educational websites and familiarize them with standardized testing: ELA, NYSESLAT. A bilingual ESL teacher will provide strategies and resources to support student academic development at home. The teacher will demonstrate the use of websites like: Colorin Colorado, Mundo latino and Khan Academy, Jupiter grades and Achieve 3000. Parents will use a computer to navigate these websites. Classes will take place for one hour on the following dates:

Saturday February 9 2012

Saturday, March 9, 2012

Flyers will be send home to parents with the students. Hand outs will be given.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		