



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PAUL ROBESON MIDDLE SCHOOL 203

DBN (i.e. 01M001): 07X203

Principal: WILLIAM HEWLETT, JR.

Principal Email: WHEWLET@SCHOOLS.NYC.GOV

Superintendent: MS. YOLANDA TORRES

Network Leader: MS. MEGHAN KELLEY

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
William Hewlett, Jr.	*Principal or Designee	
Sabato Torres	*UFT Chapter Leader or Designee	
Wilbylisy Santiago	*PA/PTA President or Designated Co-President	
	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	
Diane Allen	Member/ UFT	
Jennifer Ellison	Member/ UFT	
Joanna Serrano	Member/ UFT	
	Member/	
Shaday Martinez	Member/ Parent	
Melissa Ortiz	Member/ Parent	
Lydia Martinez	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
----------	---

School Information Sheet for 07X203

School Configuration (2013-14)

Grade Configuration	06,07,08	Total Enrollment	174	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	9	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.3%	% Attendance Rate			86.4%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	25.4%	% Students with Disabilities			28.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			26.7%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	10.16	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			15.7%
% Teaching with Fewer Than 3 Years of Experience	22.2%	Average Teacher Absences			8.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	1.1%	Mathematics Performance at levels 3 & 4			0.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			21.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			63.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

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	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

As a school, administration was able to make strategic organizational decisions to support the schools' goals and address student learning needs as evidenced by students becoming a meaningful part of the learning and assessment process. MS 203 was able to align funding and resources that clearly addressed the instructional and social needs of our subgroup populations and finally through the full commitment of administration and staff to communicate school and individual goals.

Describe the areas for improvement in your school's 12-13 SCEP.

An area of improvement for the 2012-2013 SCEP would be the section for the monitoring of success to truly determine if the goals were successful. A true commitment must be made by the administration with assistance from the Network to develop structures such as scheduled "Mini-Quality Reviews" to insure that goals and initiatives (Designing curriculum, activities and assessment that are aligned to Common Core Standards) are properly and successfully implemented.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Motivation of staff in wake of school phase-out, consistency of performance of staff members (Attendance, etc.), monitoring of goals by administration. Another obstacle is the issue of parent involvement and work to improve their presence in activities such as informational meetings and school social activities as well as overall consistent contact. Finally an obstacle for students is their rate of attendance and engagement in their learning process.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

In 2012-2013 the MS 203 administration met consistently to discuss scheduling and feedback of instructional observations, the MS 203 ELA and Math staff met weekly to develop and revise curriculum to align to the Common Core standards however this must now expand to all curriculum areas as well as addressing the need for additional collaboration in curriculum writing and Professional Development. The Student-Led Conference was successfully implemented. The PBIS initiatives were successfully implemented and will continue into this academic year and in order for the Parent Engagement section to be fully successful there must be more participation.

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
---	--	------------	---	-----------

If all the goals were not accomplished, provide an explanation.

The decrease in performance on State Assessments in ELA and math was a major factor in MS 203 not meeting the 2012-13 goals.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
--	---	------------	--	-----------

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

An anticipated challenge and barrier for the 13-14 SCEP will be the implementation of the Advance Evaluation system. Another barrier will be the administration of the MOSL assessments and the translation of the results to instruction, the weaving of internal interim performance assessments, and the translation of those results to instruction. To continue on barriers given our phase-out status it will be a barrier to uphold the overall morale of the school through positive PBIS activities as well as keeping our parents as active participants.

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

Closing the achievement gap for all students who pass a class such as ELA (over 90%) yet only 5% read on grade level.
Increase of number of ELL's performing at a proficient and advanced level on 2014 NYSESLAT assessment.
Move lowest third students in ELA and Math to a higher proficiency level. Increase achievement level of SWD's

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

MS 203 school leaders will communicate with staff via weekly newsletter, communicate at PD meetings, via emails and written communications. MS 203 school leaders will communicate to school community via SLT meetings, parent informational meetings, written communication and via school phone tree.

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

The theory of action at the core of the MS 203 SCEP is if we emphasize the importance of a total school community committed to looking at every aspect of the academic (including assessment, portfolio review, student-led conferencing), social and emotional progress of a student, then that will translate to student success at MS 203 and beyond.

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

Execution of the theory of action involves the instructional community being committed to this theory. To that end we have this information posted prominently in our hallways and classrooms. We emphasize this theory in the involvement of students in the overall life of students in activities such as Advisory and teachers meeting with students for individual conferences.

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

The key element of this SCEP is for the teaching staff to be in touch with their students and to be effectively able to monitor their progress as it relates to the expectations of the Common Core and aligning them with MS 203's expectations.

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

The capacity to effectively oversee and manage this plan lies in the ability of the administration to manage its time to perform and provide effective feedback while monitoring student progress via data research and portfolio review. For example, administrators must communicate with the school community their schedule and job responsibilities as well as those of all staff members including Deans, office staff, parent coordinators, etc.

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).

School leaders should implement a classroom observation schedule to monitor more closely the quality of teaching and learning across the school. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to check on progress. The school leaders should seek support from the Network in developing lesson observation protocols, including training for administrators in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the school PD plan.

Review Type:	JIT	Year:	2011-2012	Page Number:	6	HEDI Rating:	NA
---------------------	-----	--------------	-----------	---------------------	---	---------------------	----

Tenet 2: School Leadership Practices and Decisions

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

2.2 School leader's vision		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.

By June 2014, 60% of teachers will increase one HEDI rating in five of the twenty-two competencies.

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. Identification of teacher and administrative teams to participate in **Advance** Evaluation Training
2. MS 203 team participates in **Advance** Evaluation training held by DOE
3. Internal Professional Development on the **Advance** Evaluation system
4. Engage in IPC's
5. Weekly visits or check-in's from Network Support staff.

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

1. MS 203 administration and UFT Chapter Chair
2. MS 203 administration and identified instruction staff
3. MS 203 administration and teachers
4. MS 203 administration and teachers
5. MS 203 administration, teachers and Network Achievement Coach and Talent Coach

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

1. MS 203 administration met internal deadline to identify teachers
2. MS 203 MOSL Committee met to discuss the DOE training in preparation for turn-key to entire MS 203 staff
3. Instructional observations conducted by MS 203 administration
4. All IPC completed by DOE deadline.
5. Data generated from observation reports and findings.

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

1. June 2013 through August 2013
2. August 2013

3. September 2013 through June 2014
4. September 2013 through October 2014
5. October 2013 through June 2014.

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

1. MS 203 administration and UFT chapter chair scheduled and met to identify staff to participate in **Advance** Evaluation Training June 5, 2013.
2. Identified participants attended DOE **Advance** training in July and August 2013
3. MS 203 instructional observation schedule
4. MS 203 IPC schedule.
5. Network maintained schedule.

Budget and Resource Alignment

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

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

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

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

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

All teachers and school leaders will participate in the professional development on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.

Review Type:	JIT	Year:	2011-2012	Page Number:	2	HEDI Rating:	N/A
---------------------	-----	--------------	-----------	---------------------	---	---------------------	-----

Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June, 2014 ELA and Mathematics teams will meet weekly to adopt units and lesson plans to meet the needs of all students as evidenced by units and lesson plans.

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. Weekly ELA and Mathematics department meetings
2. Series of Lunch and Learns and teacher meetings after school (Teacher's receive per session under supervision of Principal)
3. Securing of Instructional coaches in Literacy and Mathematics from Generation Ready for curriculum and staff development.
4. Teacher attendance at citywide PD for CMP3 (Mathematics) and Scholastic Code X (ELA) that will facilitate use of instructional Materials including educational supplies, textbooks and software

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

1. MS 203 administration, Network instructional coaches, Literacy and Math coaches from Generation Ready.
2. MS 203 administration ELA and Mathematics staff and invited guests from the Network and/or Generation Ready
3. MS 203 administration.
4. Identified MS 203 instructional personnel
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Through classroom visits, focus on competencies within Danielson Framework Domain 3.
2. Through classroom visits, focus on competencies within Danielson Framework Domain 3.
3. Evaluating and assessing unit lesson plans during content area meetings.
4. Through classroom visits focus on competencies with Danielson Framework Domain 1.
D. Timeline for implementation and completion including start and end dates
1. Once a week throughout the school year 2013-2014.
2. October 2013 through June 2014
3. Once a week throughout the school year 2013-2014.
4. Citywide PD scheduled throughout the school year 2013-2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning meetings that take place Tuesday's (ELA) and Thursday's (Math) of each week.
2. Series of five lunch and learns after-school curriculum meetings (Teacher's and Principal paid per session) and will take place throughout the school year for purpose of use of instructional materials, textbooks and software .
3. Instructional coaches from Generation Ready are in attendance to facilitate weekly content area meetings in ELA and Math in the area of curriculum and Staff development.
4. Use of Absent Teacher Reserve personnel to cover classes for teachers attending citywide Professional Development.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		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).										
Teachers should ensure that lesson objectives are planned and shared with students so that they have a good understanding of what it is they are learning. School leaders should develop a cycle of goal setting that involves students so they can experience success in achieving goals. Lessons should include explicit teaching points and provide practice sessions for independent work to assess student learning before teachers proceed to the next teaching point.										
Review Type:	JIT	Year:	2011-2012	Page Number:	4	HEDI Rating:	NA			

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

Annual Goal #3

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

By June 2014, teachers and students will be provided with actionable and frequent feedback, by administration and teachers respectively, focusing on Domains 1 and 3 and their alignment to Common Core Learning Standards to improve teacher effectiveness as measured by an increase by at least one HEDI level in five competencies.

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. Continued implementation of student Advisory period where teachers have an opportunity to conference with students on their academic progress.
2. Continued implementation of the Student-Led Conference
3. Administration conference with teachers to discuss Advisory periods and teacher effectiveness in Domains 1 and 3.
4. Implementation of STARS report card system that aligns to implementation of Universal Grading Policy that can referred to in MS 203 Teacher's Handbook.

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

1. MS 203 administration and instructional staff
2. MS 203 administration and instructional staff
3. MS 203 administration and instructional staff
4. MS 203 administration, instructional staff,

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

1. Use of internal assessments, conference notes and rubrics that are common core aligned.
2. Conference notes
3. Conference notes and citing measure of teacher practice on Advance.
4. Teacher completion in timely manner of STARS data and subsequent delivery of new reporting system to parents.

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

1. September 2013 to June 2014
2. November 2013 and February 2014
3. September 2013 to June 2014
4. Throughout the 2013-2014 school year.

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

1. Teacher conference with students during Advisory periods Tuesday-Thursday from 1:00pm to 1:33pm
2. Student-led conferences occur twice a year during parent teacher conferences.
3. Minimum of four conferences based on teacher observation selection.
4. STARS report card aligned to marking the five marking periods.

Budget and Resource Alignment

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

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

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

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

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

Goal and Action Plan #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).

School leaders should work closely with the Network in developing school wide PD on PBIS. The PBIS initiative should be fully implemented with school rules displayed prominently and followed consistently by all teachers.

Review Type:	JIT	Year:	2011-2012	Page Number:	7	HEDI Rating:	N/A
---------------------	-----	--------------	-----------	---------------------	---	---------------------	-----

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	X	5.5 Use of data and student needs

Annual Goal #4

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

By May, 2014 all staff members will be trained in the use of the PBIS Matrix of expected behavior and rewards as evidence by participation logs and a decrease in OORS incidents..

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. MS 203 staff will complete the electronic PBIS survey that pertains to student behavior and the school approach to this behavior.
2. The MS 203 PBIS team (AP, Dean, Parent Coordinator, guidance counselor and community assistant) meet biweekly or monthly depending on school needs to analyze behavioral data from SWIS reports, Network-developed Data Tool and teacher referrals. The PBIS team will analyze and discuss the data and staff concerns from the survey. The team will reinforce the universal expected behavior (Matrix) and voice level chart to students and staff and this will be posted in classrooms, offices and hallways and addressed throughout the year. The ladder of referral will be updated to reflect current staff and new roles.
3. A PBIS PD will be conducted for the staff to reinforce the school matrix and introduce new staff to the PBIS philosophy that included a review of the MS 203 Teacher’s Handbook was conducted during the PBIS PD where school expectations and teacher responsibility for expected behavior was reinforced.
4. The PBIS reward and incentive system is being reinforced for the 2013-14 academic year that acknowledges students for following expected behavior. Students will be provided Phoenix Dollars by staff that can be redeemed at the Phoenix store. Another reward system that will continue is the school dances that will be done in the winter and spring. Students will receive a Golden Ticket if they are in good standing behaviorally and academically.
5. School assemblies are conducted to reintroduce school behavioral expectation (Matrix/Voice Level Chart) and the reward systems that they can receive if they follow the expected behavior. The assemblies are scheduled monthly throughout the year to celebrate positive behavior and student accomplishments as well as relevant topics such as bullying.
6. The Student Advisory period will continue to meet three times a week (Tues-Thurs) and address the social and academic skills for students to be successful in their classes. During the September PD teachers selected students for their Advisory groups. This approach assisted with student buy-in. The PBIS team worked on the Advisory Pacing Calendar that addresses the PBIS expected behavior through the use of lesson plans and activities. Also, reading and hands-on activities from the book Success for Teens address the social emotional needs. The Advisory class is a small group setting of maximum 15 students that allows for a more informal environment where students can express themselves and staff can develop relationships with students. The overall goal is to create a community of caring and respect. MS will utilize the School wide information system (SWIS) that will provide data on student referrals, etc. to inform and support instruction, professional development, curriculum planning, and attendance and student interventions.

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

1. MS 203 administration and staff
2. MS 203 PBIS team
3. MS 203 PBIS team
4. MS 203 administration and PBIS team

5. MS 203 administration, instructional staff and PBIS team
6. MS 203 administration, instructional staff and PBIS team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. PBIS team will evaluate the findings from the survey and make necessary recommendations
2. PBIS team meets on a scheduled basis to analyze data and review referrals
3. A staff wide Professional Development was held on September 4, 2013 on the PBIS Matrix
4. An evaluation is made by the PBIS team on the number of incentive dollars and Golden Tickets that are distributed to gauge the success of the initiatives.
5. Assemblies are scheduled and held monthly and follow-up completed during subsequent Advisory periods.
6. PBIS team evaluates the progress of the Advisory period by observation as well as information at Student-Led Conferences.
D. Timeline for implementation and completion including start and end dates
1. September 2013
2. September 2013 – June 2014
3. September 2013
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. PBIS survey completed during September 4, 2013 Professional Development meeting.
2. PBIS team meets bi-weekly with school administration.
3. PBIS PD including review of Teacher Handbook held on September 4, 2013.
4. MS 203 staff and PBIS team distribute incentive Phoenix dollars and Golden Tickets to identified students.
5. MS 203 student assembly's held monthly during an Advisory Period.
6. Student Advisory period scheduled Tues-Thurs

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
How often during this school year have you been invited to an event at your child's school? (36% of the parents who participated in this survey stated 1-2 times or less							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA

Tenet 6: Family and Community Engagement

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

Annual Goal #5

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

By June 2014, MS 203 will increase the number of parents and caregivers of all students who participate in school sponsored activities as measured by attendance forms by 5%.

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. Continued utilization of the phone-tree link and increase the email database with parents.
2. Conduct monthly parent meetings on topics such as Common Core, Stars Report Card, SWIS referral, Student-Led Conference, portfolios, MOSL and Danielson.
3. Conduct parent meetings in partnership with our 21st Century Grant providers on topics such as parenting strategies, health-related topics such as immunizations, vision screening and nutrition, social media and bullying.
4. Parent Coordinator and guidance staff working with family's where needed for mental health referrals for students.
5. The MS 203 Community will create via increased communication, a barrier-free, welcoming environment where parents can enter anytime to meet with administrators, teachers or service providers to discuss student academic progress, social-emotional growth of students or income maintenance/residential assistance.

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

1. MS 203 Parent Coordinator
2. MS 203 Parent Coordinator and MS 203 administration
3. MS 203 Parent Coordinator and administration
4. MS 203 Parent Coordinator and guidance personnel
5. MS 203 administration and staff

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

1. Data provided by phone tree link system on number of successful calls.
2. Parent attendance at monthly meetings
3. Parent attendance at workshops provided by 21st Century Grant activity providers.
4. Parent attendance at School-Based support team meetings
5. Parent log in sheets provided by Parent Coordinator.

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

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

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

1. Quarterly update of biographical information (Phone numbers) for Phone-Tree system.
2. Monthly parent informational meetings scheduled by Parent Coordinator and Principal.
3. 21st Century Grant providers to hold parent workshops twice a year to describe programs and strategies to increase parental involvement.
4. School-Based Support Team to secure confirmation of parental attendance at monthly meetings.
5. Via use of phone tree system, increased parent communication and invitation to school events

Budget and Resource Alignment

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

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

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

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

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement

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.

By June 2014, MS 203 students in identified subgroups (Lowest third, SWD's, ELLs) will be provided with the mandated Expanded Learning Time hours via a variety of instructional activities from contracted personnel as measured by attendance at provided programs.

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.

All MS 203 students will participate in the OMNiLearn Science program

MS 203 students will participate in after school instructional club activities such as robotic, weird science, dance and culinary.

MS 203 long-term ELLs and new arrivals will participate in after school and Saturday instruction and club activities

Lowest Third and overage students will participate in Saturday instructional programs in Science and Mathematics

SWD students will participate in Saturday ELA and Mathematics program

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

1. **Personnel from our 21st Century Grant Program including program coordinator, science teachers from OMNI learn, dance and culinary specialist and MS 203 instructional personal**

2. **MS 203 administration**

3. **MS 203 Parent Coordinator**

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

1. **MS 203 subgroup population of ELL's, SWD's Lowest Third and overage students**

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	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III	X	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.

Personnel from 21st Century Grant Club program work collaboratively with MS 203 staff and administration in the development and curriculum of ELT programs. They provide direct instruction to MS 203 students. The personnel work as well with our parents to keep them informed of student's progress and are invited to participate with their children.

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.

OMNiLearn science provides hands-on science exploratory activities for all students through in-class Labs with experienced technicians.

Reader's Theatre is a program for our ELL's where students read, write and perform scenes from differentiated plays.

In the **Cooking Club** student students create their own recipes or use existing recipes to create meals in the classroom.

In the **Weird Science Program** students use original household products to create their own hypothesis and experiments

discuss the science behind it.

In the **Rocket Club**, students build scale models then create actual rockets that are capable of launching and analyze results. Students in the **Dance/Fashion Club** design and make costumes for a culminating Fashion Show.

Students in the **Robotics club** create scale model functioning robots using math and science theories.

In the **Creative Connections/Entrepreneur Club** students learn the skills to create, run and maintain a business.

The MS 203 **Saturday New Arrivals program** is designed to meet the intervention needs of our ELL population. Our **Saturday Intervention Class** for SWD's and Grade 8 students in Science and Mathematics is designed to meet the academic intervention needs of those subgroup as well. Instruction is provided by MS 203 teaching staff under the overall supervision of Principal.

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

These programs vary from the instructional program that are provided during the instructional day and use new personnel from these clubs, etc.

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

Given the menu of programs that are offered to MS 203 students from science to theatre to cooking the different learning needs and interests of students are well addressed.

D. Are the additional hours mandatory or voluntary?

Mandatory

x

Voluntary

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

The ONmi learn program held during the instructional day meets with every MS 203 class in an effort to expose the ELT program to the entire student population. Outreach is achieved via school phone, backpacked letters to parents and at parent conferences.

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

As we do annually a priority at MS 203 is to provide additional interventions either academic or social for our students. Funds are utilized to insure we have after-school and Saturday programs for our students. Our parents are an important part of the process to insure the attendance of students. Each year we provide an incentive such as a trip to Six Flags for those students with the highest attendance percentage at our programs.

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

Yes

x

No

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

Evaluations will be done through attendance rate of students during the instructional day and at the after school programs as well as surveys developed by the school and program. An examination of their achievement in the classrooms will be completed as well. Also insuring that after school staff is communicating with MS 203 instructional staff on student progress.

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	Destination Reading is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with ELA.	Small Group	Saturday's
	Advisory Program – Academic enrichment program as part of written curriculum.	Small Group	Tuesday, Wednesday and Thursday's from 1:00pm to 1:33pm
	myON reader is a complete literacy solution that reinvents student reading. Providing anytime, anywhere access to thousands of award-winning digital books, myON reader recommends content to readers at their interest and at their level. Students become immersed in reading titles targeted specifically for them. Using embedded Lexile® reading assessments, educators can measure and forecast reading growth. For each student, myON reader metrics include time spent reading, number of books read, a reading growth trajectory, and much more. myON reader truly is magic with metrics	Whole class via use of individual laptops	Once a week
	Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program employs several strategies to ensure that students learn words in a variety of contexts.	Whole class	Once a week

Mathematics	<p>Destination Math is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with math additional time and focused instruction to strengthen their performance. This program is done via teacher pull-out during the instructional day. Destination Math differentiates mathematical skills for each student. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Mathematics by intervention specialist.</p>	Small Group	Saturday's
	<p>Advisory Program – Academic enrichment program as part of written curriculum.</p>	Small Group	Tuesday, Wednesday and Thursday's from 1:00pm to 1:33pm
Science	<p>An additional science class was opened that will serve as a preparation for the Living Environment Regents class for identified students.</p>	Small Group	Five times a week
Social Studies	<p>Social Studies AIS will focus on preparation for the Common Core ELA examination that will include the use of document-based questions structured to match those found on the spring assessment.</p>	Full class	Five times a week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Social work at-risk will include the subgroup of overage students, those flagged for attendance and special focus on students in temporary housing and their specific needs such as transportation, adjustment to new environments and working with agencies to secure permanent housing.</p>	Small group	As scheduled or as needed

**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 will be attracted by posting job openings on the new teacher finder website as well as open hire. Additionally administration will attend NYC job fairs in the summer and spring to attract qualified applicants.

All MS 203 teachers and those sought through established vacancies are required to meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, must hold at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.

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).

Current staff will receive on-going professional development to become Highly Qualified on topics such as curriculum development and the Danielson Framework. Non tenured staff will receive monthly professional development in their content areas and topics such as the Danielson Framework and classroom management to improve both content knowledge and learn best practices. Professional Development on instructional strategies aligned to the Common Core also provided by our Network Coaches and instructional staff from Generation Ready.

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.).

Through the examination of student enrollment data needs assessments are determined to best find which programs best serve the MS 203 population. For example, students in Temporary Housing are provided with school supplies and where needed MS 203 uniform shirts.

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.

As part of the Advance selection team, the MS 203 MOSL selection committee and teachers participated in the assessment selection process and September, 2013, Professional Development included the purpose and use of these assessments and impact on student instruction. MS 203 instructional staff in ELA and Mathematics collaborate during content area meetings to develop grade-wide assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

EDUCATIONAL RESEARCH SHOWS A POSITIVE CORRELATION BETWEEN EFFECTIVE PARENTAL INVOLVEMENT AND STUDENT ACHIEVEMENT. THE OVERALL AIM OF THIS POLICY IS TO DEVELOP A PARENT INVOLVEMENT PROGRAM THAT WILL ENSURE EFFECTIVE INVOLVEMENT OF PARENTS AND COMMUNITY IN OUR SCHOOL. THEREFORE, OUR SCHOOL, IN COMPLIANCE WITH THE SECTION 1118 OF TITLE I, PART A OF THE NO CHILD LEFT BEHIND (NCLB) ACT, IS RESPONSIBLE FOR CREATING AND IMPLEMENTING A PARENT INVOLVEMENT POLICY TO STRENGTHEN THE CONNECTION AND SUPPORT OF STUDENT ACHIEVEMENT BETWEEN OUR SCHOOL AND THE FAMILIES. OUR SCHOOL'S POLICY IS DESIGNED TO KEEP PARENTS INFORMED BY ACTIVELY INVOLVING THEM IN PLANNING AND DECISION-MAKING IN SUPPORT OF THE EDUCATION OF THEIR CHILDREN. PARENTS ARE ENCOURAGED TO ACTIVELY PARTICIPATE ON THE SCHOOL LEADERSHIP TEAM, PARENT ASSOCIATION, AND TITLE I PARENT COMMITTEE AS TRAINED VOLUNTEERS AND WELCOMED MEMBERS OF OUR SCHOOL COMMUNITY. MS 203 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;***

MS 203'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, MS 203 WILL:

- **ACTIVELY INVOLVE AND ENGAGE PARENTS IN THE PLANNING, REVIEW AND EVALUATION OF THE EFFECTIVENESS OF THE SCHOOL'S TITLE I PROGRAM AS OUTLINED IN THE COMPREHENSIVE EDUCATIONAL PLAN, INCLUDING THE IMPLEMENTATION OF THE SCHOOL'S TITLE I PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT;**
- **ENGAGE PARENTS IN DISCUSSION AND DECISIONS REGARDING THE REQUIRED TITLE I SET-ASIDE FUNDS, WHICH ARE ALLOCATED DIRECTLY TO SCHOOLS TO PROMOTE PARENT INVOLVEMENT, INCLUDING FAMILY LITERACY AND PARENTING SKILLS;**
- **ENSURE THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AND STRATEGIES AS DESCRIBED IN OUR PARENT INVOLVEMENT POLICY AND THE SCHOOL-PARENT COMPACT;**
- **SUPPORT SCHOOL-LEVEL COMMITTEES THAT INCLUDE PARENTS WHO ARE MEMBERS OF THE SCHOOL LEADERSHIP TEAM, THE PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION) AND TITLE I PARENT COMMITTEE. THIS INCLUDES PROVIDING TECHNICAL SUPPORT AND ONGOING PROFESSIONAL DEVELOPMENT, ESPECIALLY IN DEVELOPING LEADERSHIP SKILLS;**
- **MAINTAIN A PARENT COORDINATOR (OR A DEDICATED STAFF PERSON) TO SERVE AS A LIAISON BETWEEN THE SCHOOL AND FAMILIES. THE PARENT COORDINATOR OR A DEDICATED STAFF PERSON WILL PROVIDE PARENT WORKSHOPS BASED ON THE ASSESSED NEEDS OF THE PARENTS OF CHILDREN WHO ATTEND OUR SCHOOL AND WILL WORK TO ENSURE THAT OUR SCHOOL ENVIRONMENT IS WELCOMING AND INVITING TO ALL PARENTS. THE PARENT COORDINATOR WILL ALSO MAINTAIN A LOG OF EVENTS AND ACTIVITIES PLANNED FOR PARENTS EACH MONTH AND FILE A REPORT WITH THE CENTRAL OFFICE.;**
- **CONDUCT PARENT WORKSHOPS WITH TOPICS THAT MAY INCLUDE: PARENTING SKILLS, UNDERSTANDING EDUCATIONAL ACCOUNTABILITY GRADE-LEVEL CURRICULUM AND ASSESSMENT EXPECTATIONS; LITERACY, ACCESSING COMMUNITY AND SUPPORT SERVICES; AND TECHNOLOGY TRAINING TO BUILD PARENTS' CAPACITY TO HELP THEIR CHILDREN AT HOME;**
- **PROVIDE OPPORTUNITIES FOR PARENTS TO HELP THEM UNDERSTAND THE ACCOUNTABILITY SYSTEM, E.G., NCLB/STATE ACCOUNTABILITY SYSTEM, STUDENT PROFICIENCY LEVELS, ANNUAL SCHOOL REPORT CARD, PROGRESS REPORT, QUALITY REVIEW REPORT, LEARNING ENVIRONMENT SURVEY REPORT;**
- **HOST THE REQUIRED ANNUAL TITLE I PARENT MEETING ON OR BEFORE DECEMBER 1ST OF EACH SCHOOL YEAR TO ADVISE PARENTS OF CHILDREN PARTICIPATING IN THE TITLE I PROGRAM ABOUT THE SCHOOL'S TITLE I FUNDED PROGRAM(S), THEIR RIGHT TO BE INVOLVED IN THE PROGRAM AND THE PARENT INVOLVEMENT REQUIREMENTS UNDER TITLE I, PART A, SECTION 1118 AND OTHER APPLICABLE SECTIONS UNDER THE NO CHILD LEFT BEHIND ACT;**
- **SCHEDULE ADDITIONAL PARENT MEETINGS, E.G., QUARTERLY MEETINGS, WITH FLEXIBLE TIMES, SUCH AS MEETINGS IN THE MORNING OR EVENING, TO SHARE INFORMATION ABOUT THE SCHOOL'S EDUCATIONAL PROGRAM AND OTHER INITIATIVES OF THE CHANCELLOR AND ALLOW PARENTS TO PROVIDE SUGGESTIONS;**
- **TRANSLATE ALL CRITICAL SCHOOL DOCUMENTS AND PROVIDE INTERPRETATION DURING MEETINGS AND EVENTS AS NEEDED;**
- **CONDUCT AN ANNUAL TITLE I PARENT FAIR/EVENT WHERE ALL PARENTS ARE INVITED TO ATTEND FORMAL PRESENTATIONS AND WORKSHOPS THAT ADDRESS THEIR STUDENT ACADEMIC SKILL NEEDS AND WHAT PARENTS CAN DO TO HELP;**

OUR SCHOOL WILL FURTHER ENCOURAGE SCHOOL-LEVEL PARENTAL INVOLVEMENT BY:

- **HOLDING AN ANNUAL TITLE I PARENT CURRICULUM CONFERENCE;**
- **HOSTING EDUCATIONAL FAMILY EVENTS/ACTIVITIES DURING PARENT-TEACHER CONFERENCES AND THROUGHOUT THE SCHOOL YEAR;**

- **ENCOURAGING MEANINGFUL PARENT PARTICIPATION ON SCHOOL LEADERSHIP TEAMS, PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION) AND TITLE I PARENT COMMITTEE;**
- **SUPPORTING OR HOSTING FAMILY DAY EVENTS;**
- **ESTABLISHING A PARENT RESOURCE CENTER/AREA OR LENDING LIBRARY; INSTRUCTIONAL MATERIALS FOR PARENTS;**
- **HOSTING EVENTS TO SUPPORT, MEN ASSERTING LEADERSHIP IN EDUCATION FOR THEIR CHILDREN. PARENTS/GUARDIANS, GRANDPARENTS AND FOSTER PARENTS;**
- **ENCOURAGING MORE PARENTS TO BECOME TRAINED SCHOOL VOLUNTEERS;**
- **PROVIDING WRITTEN AND VERBAL PROGRESS REPORTS THAT ARE PERIODICALLY GIVEN TO KEEP PARENTS INFORMED OF THEIR CHILDREN'S PROGRESS;**
- **DEVELOPING AND DISTRIBUTING A SCHOOL NEWSLETTER OR WEB PUBLICATION DESIGNED TO KEEP PARENTS INFORMED ABOUT SCHOOL ACTIVITIES AND STUDENT PROGRESS;**
- **PROVIDING SCHOOL PLANNERS/FOLDERS FOR REGULAR WRITTEN COMMUNICATION BETWEEN /TEACHER AND THE HOME IN A FORMAT, AND TO THE EXTENT PRACTICABLE IN THE LANGUAGES THAT PARENTS CAN UNDERSTAND;**

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District	Borough Bronx	School Number 203
School Name Middle School 203		

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 William Hewlett, Jr.	Assistant Principal Deborah Sanabria
Coach type here	Coach type here
ESL Teacher Nonet Dapul	Guidance Counselor Santia Camacho
Teacher/Subject Area Catherine Alexander	Parent type here
Teacher/Subject Area Jose Bodre/Math	Parent Coordinator Jaydee DeLaCruz
Related Service Provider Jennifer Ellison	Other type here
Network Leader(Only if working with the LAP team) Meghan Kelley	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	175	Total number of ELLs	48	ELLs as share of total student population (%)	27.43%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	12
SIFE	19	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	15

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20			10			18			48
Total	20	0	0	10	0	0	18	0	0	48

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								23	23					46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	0	24	24	0	0	0	0	48

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)								6	7					13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)								3	6					9
Advanced (A)								13	9					22
Total	0	0	0	0	0	0	0	22	22	0	0	0	0	44

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					0
7	19	1			20
8	22	3			25
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									0
7	15	5	1						21
8	18	9							27
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	10	5	6	0					21
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	0	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	0	0	0	0
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)	0	0	0	0	0	0	0	0
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.

MS 203 is on the third year of being part of the Middle School Quality Initiative (MSQI) grant that focuses on implementing strategic reading intervention for middle school students. It begins with the ELA teachers administering the Degree of Reading Power (DRP) assessment three times a school year (September, January and June) in order to track students' reading comprehension throughout the school year. After the DRP results, there are three trained teachers that will administer additional screening assessment such as WISK, TOSWRF and Fountas and Pinnell reading inventory to correctly place students in reading groups for instruction. In order to complement the reading inventory, the school will ensure that all books are accurately leveled and made available for all student (including the ELLs) use. These additional data will assist the AP to strategically group students by reading abilities and provide reading intervention program such as Wilson, Wilson Just Words and Word Generation during their advisory period.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to assessment data collected from the NYSESLAT testing there is 4 (8%) student listed as proficient, 21 (44%) advanced, 9 (19%) intermediate and 26 (27%) beginners. The data reveals that the language proficiency is increasing with the ELL population. There are more advanced levels than the previous NYSESLAT assessments as the students go up in grade. This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The 2013 NYSESLAT combined modality sets analysis has not yet been released by SED as of 12/10/13.

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

The NYSESLAT data shows a marked improvement in English language proficiency with the majority of students achieving the next proficiency. In the 2102 NYSESLAT 11 students were advanced, 12 intermediate and 11 beginners; where in the 2013 NYSESLAT there are 21 students advanced, 9 intermediate and 10 beginners. Therefore, a minority of students have remained static in their achievement, and a few students' results have deteriorated. At this time MS 203 is not administering the ELL Periodic Assessment. However, we do administer the ELA and Math Acuity periodic Assessment in order to evaluate their Literature and mathematical strength and area of needs improvement. Teachers have access to the data and differentiate their instructional lesson in order to provide their students including ELLs entry points as well as build on their skills needs to be addressed or strengthen. The data assist in determining the type of after school or Saturday interventions for ELLs that will provide the skilled based literacy and math support needed. In order to support their native language the assigned intervention teacher will be bilingual and will provide additional support for the ELLs with limited English.

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](#).)

ELL program success is evaluated on a number of levels including the success of students on state exams such as the NYSESLAT, state assessments in ELA, math and science, Acuity progress reports, academic success via report card data as well as assessments generated from instructional software that is used during intervention programs. On another level success of a program for ELL's is evaluated on student attendance records and where applicable parent participation during meetings and workshops designed for that population.

The information that is provided by the periodic assessments, NYSESLAT, and the State test is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students. Since our ELLs are struggling with literacy (reading and writing) the schools has pushed for all teachers to implement literacy across the curriculum and in their lesson planning for all

students. Literacy is not only done in ELA but in all content-area classes. Through informal and formal observations administration is looking for differentiated instruction as well as literacy in all content area subjects. The academic intervention programs that are provided during and after school and on Saturday (Word Generation, Destination Math and MyOn). These intervention programs are technology based and provides immediate data of individual student's progress that teachers can evaluate and apply instant intervention as needed for each ELL. The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In September, the AP for ELLs and the ESL teachers review the NYSESLAT data and identify all the ELLs and their language proficiency. This information is shared with the staff along with the ELL handbook. MS 203 has developed and created an ELL handbook as a tool/resource for teachers when they are planning and preparing their lesson plan. The handbook includes ELL common terms and definition, 3 areas of focus for ELLs (Learning Environment, Maximizing the Component of Balanced Literacy, and Modification of Curriculum) and types of scaffolding. The ELL handbook also includes various professional text that supports English Language Learners. This information assist teachers in taking into consideration the development of ELL language acquisition and how to provide entry points to the CCLS curriculum. In addition, each content-area classroom has word-to-word translation dictionary that is accessible to our students. The NYSESLAT data also determines which ELLs will receive the beginner ESL classes, where the highly qualified ESL teachers provided the second language support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?MS 203 do not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
MS 203 is concluding via the NYSESLAT data which shows a marked improvemnet in English language proficiency with the majority of students achieving the next proficiency. However, a minority of students have remained static in their achievement, and a few students' results have deteriorated; in the MS 203 12-13 Progress report out of the 76 ELLs 26% showed progress in Mathematics and out of the 63 ELLs that took the ELA State test 49% showed progressed; and the periodic assessments that given the moderate to poor performance of the ELL population on these excercises, there must be an increased alignment in the instruction during the day with that of the intervention programs. Presently there is not a planning period that includes that cadre of staff members. This lack of communication has contributed to their performanceThere must also be consistency in the overall instructional program as well as increased rigor that includes the differentiation of instruction and implementation of liteacy in all content area subjects by all teachers to this population. Finally MS 203 has used these assessments to completely emulate testing conditions on state exams that included the exemption of LEP students. This will no longer take place as their data is as valuable as any and they will be included in the 2012-2013 periodic assessment administration.

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](#).)
Students are identified after the bi-lingual pupil secretary monitors the completion of the Home Language Identification Survey (HLIS) forms by the parents. Once the HILS is completed the pupil secretary communicates via email with the AP or ESL teacher and in turn, the AP or ESL teacher reviews the HILS and determines that the language code is a language other than English. The bilingual Assistant Principal, in charge of the ESL department, who then contact the ESL teacher and ask for her to reviews the HLIS and orally interviews the individual student in order to confirm the native language of the student (usually Spanish). Once

the certified ESL teacher completes this process she then arranges for the LAB-R to be administered. The ESL teacher administer the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. Once the test is completed the ESL teacher manually grade the LAB-R utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiencie level is at a Beginner, Intermediate, Advanced or Proficient. If the student falls below proficient then the student is identified as an English Language Learner (ELL) needing ESL services. The identified ELL will also be pulled out and administered the Spanish LAB-R by a bilingual ESL teacher (Spanish). The bilingual certified ESL teacher administer the short version of the Spanish LAB-R, which consist of the Listening, Reading and the Writing in order to determine the level of proficiencet of the native language (usually Spanish). Once the student takes the LAB-R in English and in Spanish the Assistant Principal places them in the appropriate Free Standing ESL class, as well as, communicate with the bilingual Parent Coordinator in order to communicate with the ELL parents as explained below.

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.

In September the bilingual Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discussed the process of informing newly arrived ELL's parents, within 10 days of school entry, of the three programs (Transitional Bilingual, Dual Language and Freestanding ESL) that are available in District 7 and the program that MS 203 has available. There is a parent meeting orientation in September for all parents including the new students of the different type of programs for second language learners. In this meeting an ELL parent package was put together and this folder contained the following documents in English and in Spanish (the information will be provided in other language as needed):

- a brief description of the three ELL programs (TBE, DL, ESL)
- a map of the District 7 schools that contains the above programs
- Entitlement letter
- Program Selection form
- Parent Survey form

The Parent Coordinator explains each document and also shows the video for parents as needed. Throughout the year any students that are identified by the AP or ESL teacher will meet with the Parent Coordinator to review and discuss the documets mentioned above and the choices the parent have. If the parents chooses to stay at MS 203 they will complete the neccessay form. However, if the parent chooses the program that our school does not provide the parent coodinator reaches out to the neccessay people and assist the parents with placement. The parent coordinator is prepared to explain to the parents if there is a waiting list that their child will remain in the school receiving ESL stand alone until their child is placed. In addition, if there is room for the child to attend a school with TBE/DL the parent coordinator provide the parents with the school's address and send them to the appropriate school.

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

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrive students and once a students are identified as an ELL by the ESL teacher she informs the bilingual Assistant principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent and arranges an orientation session with the parents and provides the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the bilingual Assistant principal's office (Room 337) and secured. The entilement letter is provided to all the students once the NYSESLAT is reviewed by the AP and ESL teacher. The AP explains the importance of having the document returned and secured in room 337. In addition, the parent coordinator reaches out to all of the ELL's parents and inform them of the entitlement letter and the need for their signature and the return. The parent coordinator has a check off list that is revised as she recieves the letters.

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.

In September, the bilingual Assistant principal in charge of the ESL department meets with the certified ESL teacher to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are beginner, intermediate and Advance. Once the class list is generated on who will receive the Beginner ESL class and who will receive ELA and ESL in Social Studies. The entitlement letters are also reviewed along with the ATS reports RLER and RLAT. Beginner ELLs will receive the Pull-out ESL class and the Intermediate and Advanced students will receive ELA and ESL during the Social Studies class. Identified beginners and Intermediate ELLs receives additional ESL during advisory period. The parent coordinator reaches out to the parents and inform them of their child's school program regarding ESL. If any parents needs additional support the parent coordinator arranges for a parent meeting/workshop as needed from September-November. Any students who become proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model, where they receive ELA and ESL during the Social Studies class.

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

In the Spring, the bilingual Assistant principal in charge of the ESL department is also the testing coordinator and organized and coordinates the the NYSESLAT test for all of the ELLs in the school. The ATS reports (RLER, RLAT and the RNMR) are printed and reviewed by the AP in order to ensure that all ELLs eligible to take the NYSESLAT test takes the test. During the month of March the Bilingual Assistant Principal meets with the ESL teacher and arranges for NYSESLAT test prep to occur during the Advisory period three times a week. The certified ESL teacher will utilize the sample NYSESLAT questions under each literacy modalities (Speaking and Writing; Listening and Reading) as well as the NYSESLAT 2013 Rubrics. This can assist the ESL teacher to prepare the ELLs and ensure their progression in their language proficiency. The Bilingual Assistant Principal orders the appropriate number of NYSESLAT testing materials for each ELL and also provides the entire staff NYSESLAT testing memos prior to each NYSESLAT modality assessment. The memo includes the dates of each NYSESLAT session; the rooms, proctors (other than the ESL teacher) and the ELLs designated to take the test. The Bilingual AP will create a check off list for each ELL in order to ensure that all the ELLs took each section of the NYSESLAT test. During the Speaking session of the NYSESLAT the students will be proctored by a trained teacher that is not their ESL teacher. During the month of March, the Bilingual AP will train 4 staff members on how to score and administer each section of the NYSESLAT utilizing the Pearson NYSESLAT training materials.

The Bilingual AP meets with the Parent Coordinator and ensure that parents are informed that their child is scheduled to take the NYSESLAT state test in order to ensure students' attendance for the day of each NYSESLAT test.

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.  To date, all of our parents have requested for the Free Standing ESL program that MS 203 offers. Parents that comes to register their child that has English as a second language request for their child to receive English. The AP, ESL teacher and Parent Coordinator explains the options that is available in the District however, there is not a lot of school with TBE or DL programs in the district. We find that the parents do not want their child to travel far and also the want their child to learn a lot of English. The ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that MS 203 will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is what the parents are interested in putting their child

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])?

Due to the NCLB mandates Ms 203 runs a Free Standing ESL program with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as, Collaborative team teaching approach. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. These model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension.

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)?

According to the Part 154 regulation our Free Standing ESL program consist of a schedule that provides all ELLs to receive their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL through the use of the Pull-Out model (self-contained) for 90 minutes three times a week and 45 minutes 2 times a week (360 minutes of ESL a week). There is one Pull-Out ESL class. The beginner level class has 13 students and consists of a certified ESL teacher trained in QTEL. The ESL teachers partake in the ELA department meeting that meets in a weekly basis for the purpose of developing an ESL curriculum that is CCLS aligned and contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as, the language acquisition support to better prepare our ELLs for the NTSESLAT and ELA state exams. The ELL students with an English proficiency level of Intermediate, Advanced or Proficient (2 years of service only) receives 90 minutes 3 times a week and 45 minutes 2 times a week of ELA (360 minutes of ELA a week)by a certified ELA teacher. Intermediate and Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studeies along with the beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 45 minutes daily (225 minutes of ESL a week). Both teacher work collaboratively in creating CCLS aligned lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary (English/Spanish)and usage are implemented during the delivery of instruction.ELL Students are provided with word-toword translation dictionary (Spanish/Arabic) and the SS textbook is also available in Spanish and the ELLs are able to do research, write reports and do oral presentations and work in teams to present orally based on their language abilities.

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.

In addition, due to the fact that MS 203 only offers the Free Standing ESL program we do not have NLA classes however, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, and Earobics Reach as part of the ESL class. These programs are provided during school, after school and on Saturday. Also, the ELLs students will have access to the classroom libraries in evry content area class and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary and Oxford Content area Picture dictionary. Textbooks in Social Studies, Science and Mathematics are also available for ELLs in English and Spanish for additional support.

The delivery of instruction for ELLs in Science and Mathematics are done by the teachers utilizing materials that are modified for

the ELL students while using appropriate scaffolding strategies such as the SIOP model, as well as, differentiated materials such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, word-to-word translated dictionary and Content based picture dictionary. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, the school provided each teacher a resource book (99 Ideas and Activities for Teaching English Learners with The SIOP Model, by: MaryEllen Vogt and Jana Echevarria) in order to support the teacher with effectively planning and preparing for the ELLs. This resource book is utilized along with the CCLS curriculum materials by the teacher for the purpose of providing the ELLs with entry points and scaffolding methods of the CCLS-aligned instructional task. ESL strategies in the book includes a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

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

The Bilingual certified ESL teacher is also certified in Foreign Language (Spanish) and she is the teacher for the Beginner level ESL class therefore, any newly arrived students that are identified as ELLs by the Assistant Principal is placed in her class. On necessary basis the ESL teacher provides informal Native Language assessment such as reading comprehension and writing prompts. She also utilizes the Destination Math Technology based program that offers English and Spanish math assessment that provides data and she can evaluate immediately after the students finishes the pre-programmed test. This information is provided to the Math teacher and the bilingual paraprofessional that travels with the class that the ELL is assigned to.

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

Depending on the results of the informal assessments the ESL teacher differentiates her ESL class based on the language acquisition abilities in English and as necessary in Spanish in order to help accelerate meaning and understanding of the English language. After the second marking period of report cards (February) the ESL teachers and the Assistant Principal in charge of the ESL department evaluate the ELL's English language acquisition progress and determines if students from the beginner ESL class should be moved to the intermediate ESL class in order to continue developing the English language for ELLs who may need a more rigorous academic approach.

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).

MS 203 instructional plan for ELLs (4-6), SIFE, Long Term ELLs and students with disabilities are content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing our SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teacher and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension. Any ELLs that are proficient will maintain in the class that the advanced ELLs receive for 1 year (ELA class and ESL in Social Studies class) and in their 2 year the former ELLs are included in the ESL teacher's Push-In model scheduled in Social Studies and Science classes.

MS 203 purchased 5 desktop computers and 13 mini IPADs for the beginner ESL class in order to service the targeted ELLs (0-3 years). The rationale for creating computer station and incorporate the mini IPADs in the ESL class is for the certified ESL teacher to

implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers. The self-contained ESL class differentiate their lesson plan and uses the Ramp-Up Literacy Approach for reading, which consist of independent reading (MyOn:A technology based classroom library with high interest leveled reading in English and Spanish), independent writing, daily vocabulary focus, daily read-Aloud and teacher modeling, classroom conversation and the use of the Destination Reading as part of their daily activities. There is also explicit instruction on comprehension strategy, vocabulary and writing. These various reading and writing approaches are evaluated through students' sharing of lessons learned.

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?

To best meet the needs of SWD ELL's, the school has invested in Integrated Co-Teaching classes that are paralleled with self-contained classes. This combination of classes is also scheduled to meet at the same time as the ELA and ESL classes, therefore providing the optimal conditions for students to move from setting to setting based on individual needs rather than purely the concrete structure of the IEP or language proficiency. The ESL teacher also includes ELL-SWD students into her push-in model program where necessary in order to provide the ESL services as mandated in the IEP. The ESL teacher communicates and collaborates with the IEP teacher and Special-Ed teacher and has access to the ELL-SWD IEP as a way to ensure that the services and appropriate strategies are utilized to support the ELL-SWD.

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?

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. Also, each content-area class has word-to-word translation dictionaries for additional support. With the exception of ELA students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day to identified ELL-SWD in the content-area classes.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

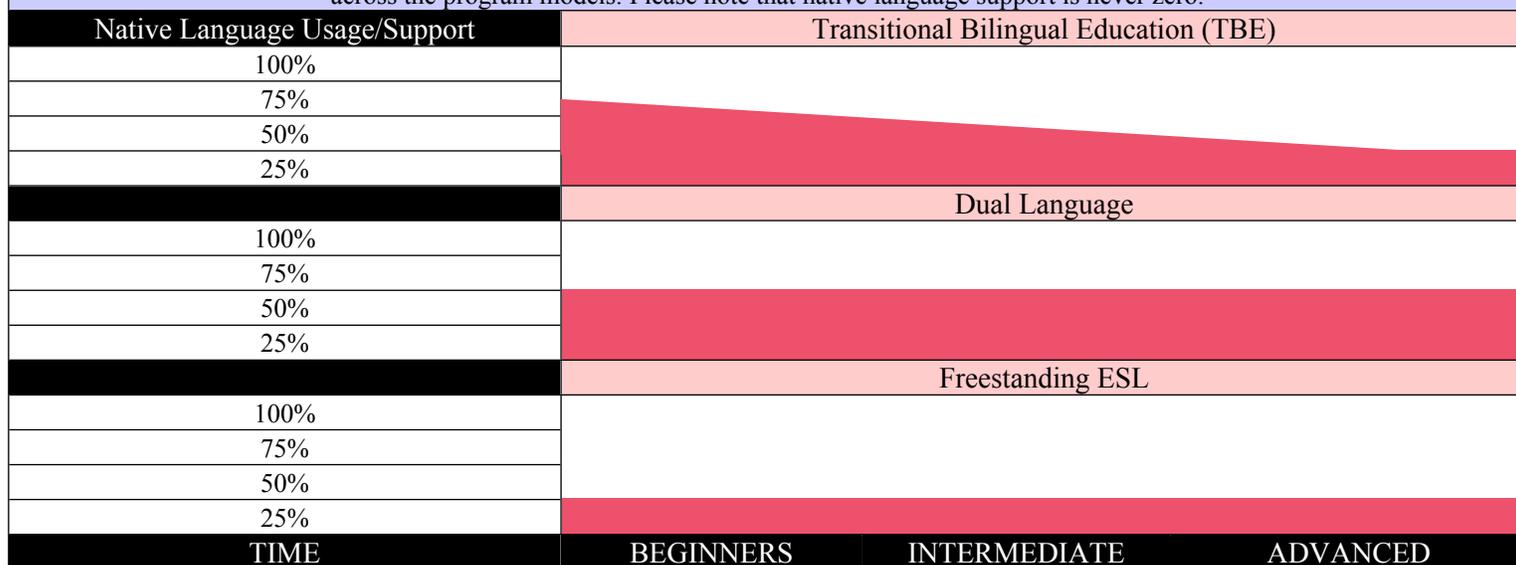
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the MyOn Reading program, which is a robust, online platform that provide access to a growing collection of enhance digital books, connects students interest and reading levels to personalize reading, monitor and measure reading growth (English/Spanish). This program is able to precisely pinpoint a student's actual reading lexile level and provide teachers immediate assessment results and resource on relative skill base lessons. In addition, this program personalizes reading for each student through student interests, lexile level, a plethora of great online digital books and ends with results.

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

MS 203 utilizes the following datas such as the NYSESLAT data which shows a marked improvemnet in English language proficiency with the majority of students achieving the next proficiency. However, a minority of students have remained static in their achievement, and a few students' results have deteriorated; in the MS 203 12-13 Progress report out of the 76 ELLs 26% showed progress in Mathematics and out of the 63 ELLs that took the ELA State test 49% showed progressed as a tool to strategically implement programs that will support all ELLs. This information is utilized with all staff members during inquiry, ELA, Math and Science meeting in order to ensure that all staff members are aware of the subgroups and collaborate during the Professional Learning Community (PLC) and develop differentiated lesson plans that are aligned to the CCLS. The DRP reading assessment is administered 3 times a year (September, January and March) and the data is reviewed during the Monday's inquiry and instructional implications are discussed as well as an instructional action plan is developed.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL popultion. Specifically, students attend ESL class for a total of 360 minutes a week. In addition, a licensed ESL teacher co-teachers the Social Studies class in order to enfuse ESL strategies for a total of forty-five minutes a day (225 total minutes a week). Finally, the ELL students receive an Academic Enrichment period (Advisory) three times a week for thirty-five minutes (105 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

When it comes to scheduling students for school programs (either specialized or general) the only criteria weighed is that of being an active full time student. However, at the conception of any program offered by the school equal amounts of slots are designated for each subgroup. Advertisement and recruitment is done in the common areas of the school ensuring all students equal access to the information. It is only after the recruitment period has ended that a particular subgroup may end up with an extra amount of slots because of a lack of interest by members of a particular subgroup.

In addition, MS 203 implemented a school-wide program called Word Generation Program (an academic vocabulary program) and it is taught during the first 20 minutes of the each major content area class throughout the week utilizing the 5 targeted weekly vocabulary words. Students write an argumentative essay utilizing the academic target words every week related to the topic. A calendar is put together by the AP and assigned essays are assessed by the teacher utilizing an academic rubric and reviewed during inquiry time. Teachers evaluate the student writing especially the ELLs and discuss the strength and areas of improvement that students have and establishes an action plan for students such as ELLs or SWD additional support during the Advisory period.

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

Last year the school purchased from Curriculum Associates the math and ELA series entitled CAMS/STAMS and CARS/STARS, which are directly aligned to State Standards. This series is used in the Academic Enrichment classes and it is completely scripted for teachers and provides foundational reading, writing and math skills. This year we added the i-Ready Diagnostic online program which assesses students for areas of need and groups them according to those needs. Additionally, it provides teachers with a direct reference for where to find the mini lessons that address the needs in the CAMS/STAMS and CARS/STARS books. The combination of the workbooks and the online diagnostic not only meets the needs of providing intervention for the current ELLs but also provides continuing transitional support for our ELLs who have reached proficiency on the NYSESLAT because it

is content-standard based.

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

During the 2012-2013 school year MS 203 had two ESL classes, one for the Beginner ELLs and one for the Intermediate ELLs and both classes were taught by a certified ESL teacher. MS 203 had to discontinue one of the ESL classes due to the loss of student registration, which resulted in excessing the second ESL teacher and collapsing the Intermediate ESL class. Since there are 9 ELLs with an intermediate level of the language proficiency according to the 2013 NYSESLAT results, MS 203 decided to have them be part of the ELA class along with the advanced ELLs and receive ESL during their Social Studies class. The rationale behind this decision is based on the increase of the language proficiency when comparing the results of advanced level between the 2012 NYSESLAT and the 2013 NYSESLAT. There were a total of 11 advanced level in the 2012 NYSESLAT and 21 total of advanced level in the 2013 NYSESLAT. The intermediate level students are expected to take the 2014 ELA state test and will be receiving the CCLS curriculum during ELA class and these students are monitored by the ESL teacher to see if they are able to manage the materials. If in any case an intermediate level student is struggling with the ELA class they can be placed in the ESL class that is programmed simultaneously with the ELA class.

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

Similar to last year we will conduct a Saturday Academy (Start Date: October 19, 2013; End Date: May 3, 2014) with the focus on building literacy and math skills starting on October, 2013 and completing on May, 2013 for a total of 20 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 30 ELLs (21 Long-Term/9 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2013 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the DRP result. The students will also be assessed by the Destination Math technology based Program, which in turn will assign each student with their level of math abilities. There will be one certified teacher in Special Education (Ms. Allen) and one certified ESL teacher (Ms. Dapul) collaborating and co-teaching. Both teachers have QTEL training. Ms. Allen is able to manage the Destination Math program as well as implement Special Education strategies. Ms. Dapul will enhance the ELLs academic vocabulary utilizing the Word Generation/Social Studies Unit that is multicultural based. She will also implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with academic success as well as social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological math program in both English and Spanish. Word Generation is a program that prepares students for complex texts that they will be encounter in middle school; students need targeted instruction in academic vocabulary and other features of academic language. Destination Math is a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In addition, we targeted 15 students who have been in the country for less than 3 years and are at a Beginner level to be part of the Reader's Theater after school club program (Start Date: Friday, October 18, 2013; End Date: Friday, May 9, 2014). This class will meet twice a week after school for 1.5 hours for 15 weeks starting in October, 2013 from 2:45pm-4:15pm. The Reader's Theater program allows our newcomers to read a story aloud, like a play, without memorization, props or a stage. Newcomers will be assigned by the ESL teacher (Ms. Dapul) a character role and read their part with expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbook Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the same script allowing beginner and Intermediate ELLs to read the same story together. The main focus is to build reading fluency in English. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in listening and speaking in English. The certified ESL teachers (Ms. Dapul) will provide these students with additional ESL support utilizing materials such as a series of Ruth Heller World of Language, content base Oxford Picture Dictionary, Longman Dictionary for ELLs and access to a multicultural classroom library.

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

In order to facilitate the use of all purchased 21 century learning tools (Destination Math and Reading, MyOn, i-Ready, and

Google docs) the school has purchased and made available to students and teachers the following instructional technology tools: SmartBoards, mobile laptop carts, interactive clickers, ipods, ipads, desktop computers in all classrooms, and a newly built computer lab.

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

All classes are taught in English however, students are provided with translated version of the textbook in math, science, and social studies as well as content-based classroom library in English and Spanish. With the exception of ELA students are provided with translated versions of state and city test materials. In addition, there are word-to-word translation dictionary (English-Spanish and English-Arabic) in all the content-area classes.

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

When purchasing materials the school seeks out and only purchases materials that are both age and instructionally appropriate. For example, the technology based programs appear to be complex in nature (appealing for our older ELLs) however, through the complexities of computer programming the information the students is exposed to is differentiated to match the students' academic and language levels. Additionally, these programs are grounded in nonfictional, high interest academic content that support the common core learning standards in an age appropriate manner.

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.

The school conducted a student/parent orientation in August in order to welcome and familiarize the newly arrived and/or first time enrolled in an NYC school. The goal of the orientation was to inform students and parents of all the programs and opportunities that the school offers (during school, after school and Saturday intervention programs previously mentioned in this narrative).

18. What language electives are offered to ELLs?

At present the school program does not allow for the offering of language electives as the additional resources are utilized to provide all of the ESL support as previously mentioned in this narrative.

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)?

MS 203 does not have a Dual Language Program.

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.

The entire school community received Professional Development through a school improvement DINI grant from Generation Ready sent two consultants to provide PD through an interactive co-teaching method from October through April for a total of 20 sessions in ELA and Mathematics. One of the first professional development that the administrative had the consultant provide was developing independent learners where teachers can incorporate independent learner strategies during their CCLS aligned instruction, which will encourage our students including the ELLs and SWD to take chances and work independently. This was a one day seminar that prepares teachers to meet the needs of all students including the ELLs and SWD. Our two consultants will continue to work with our teachers through an interactive co-teaching method to ELA and Math teachers with developing their knowledge and implementation teaching strategies of the research-based materials on developing independent learners.

07X203 will conduct 1.5 hours on Thursdays for a total of 6 sessions of Professional Development January-March (2 Thursdays per month) for teachers working in the Title III programs with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echervarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2012 and January 2013. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echervarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

Any Faculty conference and professional Development that is provided to the staff regarding ELLs support is recorded and maintained in a binder that is kept in the AP's office (room 337)

In order to allow teachers to collaborate common planning time is scheduled into their program, which provide for ESL teachers to be an active part of the decision making of the CCLS-Aligned curriculum maps for ELA as well as provide the ELA content teachers valuable information about what ESL strategies to be considered and discuss the best practice that benefit all learners including ELLs. The focus for all students at MS 203 is to prepare them for career and college ready. The Scholastic Code-X and CMP3 as well as the Engage NY are the resources that teachers utilizes to prepare all students including the subgroups with transitioning to the next high school and college. These mandated weekly meeting can also allow for teachers to have numerous opportunities to engage and develop CCLS-aligned curriculum that includes differentiation and entry points for all students including ELLs. The ESL/ELA teachers utilizes the CCLS-aligned curriculum, Scholastic Code-X and CMP3, and the planning required for high quality teaching and differentiated planning. All English Language Learners are held to the same high expectations as well as the rest of the school population that implements best teaching practices.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding. Also, the teachers have access to an English Language Learner report card rubric, which is design to include the ELL's language proficiency as part of the grade. It focuses on the following categories; work completed; mastery of content; group skills; English development; and growth and initiative. This rubric allows content teachers to grade the ELLs on the content ability as well as their language proficiency.

MS 203 has a bilingual social worker who is also the grade 8 high school articulation. She provides students and parents high school information in an orientation that was conducted in September as a beginning step of what role the parents have to take and the process that the students have to take. This orientation was done in English and Spanish. The bilingual social worker address all of the eighth grade students by scheduling classroom visits in order to provide the High School selection books in English and Spanish and explains how to use it as well as the High School application and explains how to fill it out. This is done in English and Spanish. She also informs students in English and Spanish the process of entering specialized schools that requires auditions and entry tests for all grade eight students including our ELLs.

D. Parental Involvement

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

MS 203 bilingual Parent Coordinator is currently reaching out to various agencies and Community Based Organization. To date, she has partnered with the Continuing Adult Learning Center located at East Tremont for parents to receive their GED in English or Spanish as well as learning ESL and basic computer skill in order to assist their child with research projects or home work assignment that has to do with technology. In September the Parent Coordinator had a parent meeting to inform and offer the GED, ESL and computer classes. Families of ELL students are included in the school parent meeting as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator. Currently, the parent coordinator is partnering with Lincoln Medical center in order to provide information to all of the parents about health issues such as AIDS, HIV, and the effects of drug and alcohol abuse. Additionall, she is developing a partnership with the 40th pricint in order to address a school community concern on bullying and peer pressure and learn how to conduct peer-mediation for families. These services are provided in English and Spanish for the dominant language of our parents.

As part of the Title III program ELL parents are invited to attend workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students' participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012. Also, the certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students. These workshops will be provided in English and in Spanish.

This is our fifth year with the 21 century state federal funded grant and it contains a parent component that is coordinated by the Leadership program. The parent component of the Leadership program focuses on bulding family series which is designed to help strengthen the bond between parents and their child's school; ehance parent/child relationship; and provide meaningful, informative, and fun workshops for parents' personal development and child's success. The program offers a total of 12 workshops in English and Spanish. Upon doing a parent survey that is administered in English and Spanish are based on the various topics that the Leadership program offers the focus for this years parent workshop is as follows: Cyber Safety, Gang Awareness, Fit for Life (teachers parent healthy eating habits), Footloose (parent and child learn to dance with a dance instructor), Academic success: What's your Child's Learning Style?, Tech tools for success (computer basics, Navigating the Internet, microsoft word and Excel), High School Search, Common cents: Managing your Finance, Power of One: Single Parenting, Arts and Craft (Parent/Child learn to make jewelry), and Painting (Parent/Child paint together) These workshops is offered throughout the year and begins in November and are offered in English and Spanish.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Middle School 203

School DBN: 07X203

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/10/13
	Assistant Principal		12/10/13
	Parent Coordinator		12/10/13
	ESL Teacher		12/10/13
	Parent		12/10/13
	Teacher/Subject Area		12/10/13
	Teacher/Subject Area		12/10/13
	Coach		12/10/13
	Coach		12/10/13
	Guidance Counselor		12/10/13
	Network Leader		12/10/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X203 School Name: Middle School 203

Cluster: 613 Network: CFN613

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.

According to enrollment data 70.4% of the student population is Hispanic with 26.0% as English Language Learners. Spanish is the primary language spoken in many of those homes. Upon enrollment parents complete a Home Language Identification Survey. Parents upon enrollment wherever available meet with the Parent Coordinator. This information is also recorded on emergency card information as well as in ATS. Given this information and data there is always a need for an oral translator in the main office as well as translated written material that is sent home to parents.

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.

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

Part B: Strategies and Activities

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

written translation documents are produced by the Parent Coordinator. Where needed if language interpretation is required in another language the Parent Coordinator will contact the Network or the Language Interpretation Office to insure documents are available to parents in a timely manner. Per Chancellor's Regulation A663 MS 203 will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. MS 203 will post a sign in the main office and Parent Coordinators office indicating the availability of interpretation services.

MS 203's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

Oral translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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>.

All information to parents is forwarded in English and Spanish. Upon enrollment at MS 203, parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of that parent.

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: Paul Robeson MS 203	DBN: 07x203
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: At MS203 we currently have 70 ELL students in grades 6-8 who receive stand alone ESL instruction. There are two certified ESL teachers who provide ESL instruction for all the ELLs. This year there are two certified ESL teachers providing ESL; one for the beginning level students (Pull-Out Model) and the second one for the intermediate/Advanced level ELL students (Push-In/Co-Teaching Model) according to their 2012 NYSESLAT results. The Intermediate/Advance level ELL students are receiving ESL/ELA during their normal schedule through the Co-Teaching model where the ESL teacher collaborates and co-teaches with the ELA content-area teacher. In addition, all language proficiency level ELLs receives ESL during Social Studies classes using a collaborative team teaching approach, which the certified ESL teacher works collaboratively with the certified content area (SS) teacher in the classroom. The collaborating teachers follow a balanced literacy approach utilizing Holt McDougal CCLS-aligned Literature and United States History, which includes modified materials for the ELL students while using appropriate scaffolding strategies as well as differentiated materials such as visuals, articles, and word-to-word translated dictionary. In addition, the certified ESL teachers also provide ESL through utilizing the Push-In model for all the other ELLs.

07X203 will conduct two Title III supplemental instructional activities.

Similar to last year we will conduct a Saturday Academy (Start Date: November 3, 2012; End Date: April 27, 2012) with the focus on building literacy and math skills starting on November, 2012 and completing on March, 2012 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 35 ELLs (21 Long-Term/14 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2012 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the Earobics Reach reading comprehension technology based Program and the Destinatin Math technology based Program. There will be one certified teacher in Special Education (Mr. Poli) and one certified ESL teacher (Ms. Fisher) collaborating and co-teaching. Both teachers have QTEL training. Mr. Poli who has been highly trained in both the Destination Math and Earobics Reach Programs will manage both programs as well as implement Special Education strategies. He will also train Ms. Fisher so that she is knowledgeable in both programs and be able to assist in managing the programs as well as implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with ESL and social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Earobics Reach is a technology-based program that accelerates reading skills, which combines engaging content for the older learner and state-of-the-art software that adapts to student progress. This program specifically targets ELLs and SWDs and it's

Part B: Direct Instruction Supplemental Program Information

geared on building reading and writing skills. Destination Math is also a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In order to maintain a high attendance rate throughout the Saturday Academy we will also include into the program 30 minutes of recreational activities such as basketball/football and ZUMBA fitness. Research shows that students who are actively involved in physical activities or a fitness program perform well on standardized test. Each teacher will be responsible on managing the recreational time and will monitor the Journal Entry of their students daily health habits in English. Mr. Poli has experience on coaching organized sports and Ms. Fisher is actively involved with Zumba fitness. The Gym will be made available for the ELLs interested in the sports as well as the dance room will be available for the Zumba fitness.

In addition, MS 203 will use the Title III funds to supplement the existing Reader's Theater club (Wednesdays, 3:15pm-4:45pm) for newcomer ELLs by adding an additional day. We targeted 20 students who have been in the country for less than 3 years to be part of the Reader's Theater after school club program (Start Date: Friday, November 9, 2012; End Date: Friday, March 1, 2012). This class will meet twice a week after school for 1.5 hours for 15 weeks starting in November, 2012 from 2:45pm-4:15pm. The Reader's Theater program allows our newcomers to read a story aloud, like a play, without memorization, props or a stage. Newcomers will be assigned by the ESL teachers (Ms. Dapul and Ms. Fisher) a character role and read their part with expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbooks Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the same script allowing beginner, Intermediate and Advanced ELLs to read the same story together. The main focus is to build reading fluency in English. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in listening and speaking in English.

The certified ESL teachers (Ms. Dapul and Ms. Fisher) will provide these students with additional ESL support utilizing materials such as a series of Ruth Heller World of Language, content base Oxford Picture Dictionary, Longman Dictionary for ELLs and access to a multicultural classroom library.

Unfortunately, there are no other Saturday or afterschool programs running concurrently with the Title III program therefore, in order to run the Saturday Academy for ELLs and the Reader's Theater for Newcomer ELLs after-school program a licensed supervisor needs to be present to oversee and maintain structures for these programs. A Bilingual licensed supervisor with QTEL training will be made available in order to communicate with Spanish speaking parents, set up and distribute breakfast (8:30am-9:00am) and lunch (12:00pm-12:30pm) for the Saturday program and snacks for the Reader's Theater Newcomers program. The content and ESL teachers are not Native speakers of Spanish therefore the Bilingual Supervisor will fill in any communication gap that may occur between the teachers and the students. In addition, the supervisor completes the administrative paperwork that is generated throughout the programs such as, attendance, parent letters (English/Spanish), monitoring

Part B: Direct Instruction Supplemental Program Information

students' academic progress, data analysis, supply orders, disciplinary actions, submitting and maintaining the required DOE permits for both building and food requests, etc.

Food and building permits will be at no cost to Title III program.

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: 07X203 will conduct 1.5 hours on Thursdays for a total of 6 sessions of Professional Development for teachers working in the Title III programs with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echvarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitiation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2012 and January 2013. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echvarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

Part D: Parental Engagement Activities

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

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

Begin description here: MS 203 is a school that believes in home-school connections/partnerships. This year MS 203 will provide the following:

- Parent workshops co-facilitated by students, 1 ESL staff and Bilingual Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and

Part D: Parental Engagement Activities

technology use of the internet base program Earobics Reach and Destination Math/Reading. These programs have a parent component that is available in English and Spanish. The students' participation is integral to the parent outreach process. These meetings will be held on the first Saturday of each month (January 5, February 2, and March 2) starting January 2013 to March 2013.

- The certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students.

This parent component will be at no cost to the Title III program.

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		

