



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE MULTICULTURAL MAGNET SCHOOL
DBN (i.e. 01M001): 12X212
Principal: GLORIA FORD ANDERSON
Principal Email: GFORDANDERSON@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: RUDY RUPNARAIN

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 |
|----------------------|--|-----------|
| Gloria Ford Anderson | *Principal or Designee | |
| Hyacinth Hall | *UFT Chapter Leader or Designee | |
| Nikki McClaren | *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 | |
| Franklyn Williamson | Member/ UFT | |
| Jessica Monroe | Member/ UFT | |
| Neil Chambers | Member/ UFT | |
| Danielle Schiano | Member/ UFT | |
| Mimy Mpowa | Member/ Translator | |
| Margaret Crews | Member/ Parent | |
| Louis Edmund | Member/ UFT | |
| | Member/ | |

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 12X212

School Configuration (2013-14)

| | | | | | |
|---|-------------------------------|--|-------|--|-----|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 497 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 4 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 20 | # Music | 17 | # Drama | N/A |
| # Foreign Language | 7 | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 90.1% | % Attendance Rate | 90.7% | | |
| % Free Lunch | 91.1% | % Reduced Lunch | 5.1% | | |
| % Limited English Proficient | 20.1% | % Students with Disabilities | 13.5% | | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 2.3% | % Black or African American | 40.2% | | |
| % Hispanic or Latino | 55.4% | % Asian or Native Hawaiian/Pacific Islander | 0.4% | | |
| % White | 1.7% | % Multi-Racial | N/A | | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 1.18 | # of Assistant Principals | 2 | | |
| # of Deans | N/A | # of Counselors/Social Workers | 2 | | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | 9.7% | | |
| % Teaching with Fewer Than 3 Years of Experience | 28.6% | Average Teacher Absences | 6.7 | | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 6.0% | Mathematics Performance at levels 3 & 4 | 6.8% | | |
| Science Performance at levels 3 & 4 (4th Grade) | 78.8% | Science Performance at levels 3 & 4 (8th Grade) | 27.3% | | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A | | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | X | | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

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

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

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

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | Yes | 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 | Yes | | |

Accountability Status – High Schools

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

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

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

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

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

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

| | | | |
|--|---|-----|----|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| The strength of our school's 2012-2013 SCEP was that it highlighted our school's plan of action for targeting improvements in teacher pedagogy, curricula/assessment alignment, data analysis, student socio-emotional development, and progress monitoring of student performance. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| PS/MS 212 needs to continue to provide professional development to strengthen teacher practice to include the instructional shifts required by the CCLS and to include multiple entry points in order to engage all learners in challenging tasks and high levels of thinking to accelerate learning outcomes for all students. (2012-2013 DQR page 2) Last year's plan included a school wide RTI program, Bridging the Gap which was designed to meet students' academic needs, but student progress was not monitored consistently. In addition, based on last year's Learning Environment Survey (2012-2013 School Environment Grade – D), PS/MS 212 needs to continue with plans to address students' social/emotional issues in order to sustain a safer environment for all students. | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| A major barrier to developing and implementing our school's 2012-13 SCEP was inconsistent leadership to facilitate the ongoing monitoring of school level decisions with a focus on the CCLS. One assistant principal retired midyear and the other went out on maternity leave shortly thereafter. The result was inconsistent monitoring of whether decisions and programs (BTG, Danielson Framework for Teaching, RTI, and the redesigning of curriculum) positively affected the implementation of the Common Core Learning Standards (2012-2013 DQR page 4). | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| The school successfully implemented annual goal # 4 of the 12-13 SCEP having created a "Shelter" program which consisted of the creation of parallel learning structures that offered individualized instruction, remediation and enrichment uniquely tailored to meet the needs of and develop the social and emotional health of our student sub-groups (ELLs, Newcomers/SIFE). The school consisted of 30% ELLs and all constituencies agreed that these students needed targeted intervention in order for the school to succeed. The 12-13 DQR (page 1) highlighted this as an area the school implements well. | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | Yes | X |
| If all the goals were not accomplished, provide an explanation. | | | |
| The goal to increase parental involvement was not achieved this past as parental participation at community hosted events was subpar. Therefore, it is being included in this year's SCEP and the expectation is that if we have consistent stable leadership implementing the initiatives outlined under this goal, then we will be able to improve our current performance in this area. | | | |
| 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. | | | |
| The anticipated barriers in developing the SCEP are expected within the timing of the budget allocations. Funding sources are not readily available at the beginning of the year causing various initiatives to be placed on hold. | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | |
| PS/MS 2012 goal is to improve academic performance, primarily, in self-contained Special Education classes. Based on the 2012-2013 state exams, self-contained Special Education classes were the lowest scoring sub-group. An additional learning target is to increase the reading level of all students so that they are reading on grade level by the time they graduate from 8 th grade. | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | |
| School leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, The Journal- a weekly parent newsletter, The MMS Chronicle- a weekly staff bulletin and school leadership team meetings. | | | |
| Describe your theory of action at the core of your school's SCEP. | | | |

The theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Developing Quality Review (2013) and careful analysis of the 2012-2013 Progress Report and LES to address all the recommended elements by June, 2014.

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

The strategy for executing our theory of action is based on integrating the best practices of successful urban schools and incorporating feedback shared from the Superintendent, Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantitatively tracked by school leaders and staff to measure progress.

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

The key elements within our SCEP are our strategically developed goals and the pre-planned activities that will help us to accomplish each goal.

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

All activities aligned to our goals will be tracked using school created tracking tools and city and state data reports to monitor the school's progress.

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).

Across classroom teachers employ various forms of methods of assessing students. (Page 2 DQR)

| | | | | | | | |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-2013 | Page Number: | 2 | HEDI Rating: | Developing |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|------------|

Tenet 2: School Leadership Practices and Decisions

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

| | | | |
|----------|---|----------|---|
| X | 2.2 School leader's vision | X | 2.3 Systems and structures for school development |
| | 2.4 School leader's use of resources | | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

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

By June 2014, the school leadership in collaboration with 100% of instructional teachers, will implement a school based informal diagnostic, prescriptive, and common assessment system designed to identify gaps in student understanding of content, basic skills, and establish benchmarks in all core subjects.

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. In September 2013, November 2013, January 2014, and March 2014. Teacher teams will administer a Basic Skills Assessment (Math) to students in grades K-8. **(SOP. 2.2, 2.3)**
2. In September 2013, Teacher teams will administer a common diagnostic assessment in all content areas to students in grades K-8. **(SOP. 2.2, 2.3)**
3. In October 2013, Teacher teams will administer the Performance Series Computer-Adaptive Baseline Assessments in ELA and Math to students in grades 3-8. **(SOP 2.2; 2.3)**
4. During the 2013-2014 school year, Teacher teams will administer the Pearson CCLS Curricula aligned ELA/Math Benchmark Assessment to students in grades 3 -5 (Go Math Standards Sequence) – grades 6-8 (CPM3 Standards Sequence) **(SOP. 2.2, 2.3)**
5. In Fall 2013 and Spring 2014 Teacher teams will administer MOSL Pre/Post-Assessments in Social Studies (grades 6-8) and Science (grades 4,6,7) **(SOP. 2.2, 2.3)**
6. In the Fall of 2013(October 28-November 13) and Spring 2014 (March 3 -21), Teacher teams will administer the Pearson ELL Periodic Assessments. **(SOP. 2.2, 2.3)**

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

1. The Principal will establish the date/time of administration and distribute the Basic Skill Assessment to teacher teams in grades K-8 at the beginning of the year and at the end of each marking period.
2. The Principal in collaboration with teacher teams will identify a CCLS aligned diagnostic assessment for each grade/subject to assess student on grade level readiness.
3. The Technology teacher will program student ID into Performance Series data base, train teachers on how to access student achievement data, and set up computers for testing. The School Principal and School Programmer will create the testing calendar/schedule.
4. The Principal in collaboration with Teacher teams will determine the scheduling and administration of curricula aligned benchmark assessments based on scope and sequence alignment.
5. The administrative team will download MOSL assessments from the ADVANCE portal and distribute to teacher for administration. The Principal and School Programmer will create the testing calendar.
6. The ESL Coordinator will create the testing schedule and train the ESL teachers on test administration, packing, and mailing of competed exams for scoring.

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

1. At the end of every marking period teacher teams will analyze student performance on baseline assessments and utilize the data to drive instruction in the classroom, identify students requiring tier II/tier III interventions, and to identify gaps/make adjustments in curriculum.

2. Every quarter, teacher teams will assess student progress on areas targeted based on diagnostic results as well as collect and assess teacher team data by grade and subject/area.
3. In the November 2013 and March 2014, teacher teams will analyze student performance on the Performance Series computer adaptive assessments and establish benchmarks for each grade.
4. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade and subject.
5. Every week, Principal and teacher teams will participate in the collaborative inquiry process to monitor student progress and to share best practices to ensure that instruction is targeting gaps in what students know and are able to do as evidence by analysis of student performance of Social Studies and Science Assessments.
6. ESL team in collaboration with the Principal will conduct an item analysis of student performance results, design an instructional plan to target areas in need of improvement, and create a system for the ongoing monitoring of student progress.

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

1. September 1- September 2013, Teacher teams will administer baseline assessments.
2. By the end of October 2013, Teacher teams will administer CC aligned diagnostic to all students in grades K-8 and on a rolling basis and as new admissions arrive.
3. October 1- October 30 2013, Teacher teams will administer the Performance Series Computer-Adaptive Baseline Assessments in ELA and Math to students in grades 3-8.
4. During the 2013-2014 school year, Teacher teams will administer the Pearson CCLS Curricula aligned ELA/Math Benchmark Assessment to students in grades 3 -5 (Go Math Standards Sequence) – grades 6-8 (CPM3 Standards Sequence).
5. In Fall 2013 and Spring 2014 Teacher teams will administer MOSL Pre/Post-Assessments in Social Studies (grades 6-8) and Science (grades 4,6,7)
6. In the Fall of 2013(October 28-November 13) and Spring 2014 (March 3 -21) Teacher teams will administer the Pearson ELL Periodic Assessments.

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

1. Middle School schedule will be adjusted to accommodate extended time for testing.
2. Teachers will utilize common planning time embedded in the program to analyze scope and sequence alignment with curricula aligned benchmark assessments.
3. Principal and SLT will align budgetary sources to purchase supplemental instructional materials, test prep materials i.e. I Ready software/workbooks; Safari Montage software, Rosetta Stone to support ELLs; Two computers will be purchased for every classroom to increase student proficiency with technology and promote UDL structures school wide.
4. Teachers/Administrators will be offered per-session to participate in the collaborative inquiry process to analyze student performance results before and after school.
5. Teachers/Administrators will be offered per-session to conduct analysis of periodic assessments before and after school.
6. Teachers/Administrators will be offered per-session to conduct analysis of periodic assessments before and after school.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|----------|-----------------|--|------------------|----------|------------------|----------|---------------|
| X | PF Set Aside | | Tax Levy | x | Title IA | | Title IIA | X | 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.

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

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

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

Major Recommendation

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

"Although content is challenging and teachers are beginning to use strategic routines and questioning, the inconsistency of higher order questioning and well-crafted tasks

limits students from performing at high levels and improving student performance. (DQR page 3)

| | | | | | | | |
|---------------------|---------------------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Developing Quality Review | Year: | 2012-2013 | Page Number: | 3 | HEDI Rating: | Developing |
|---------------------|---------------------------|--------------|-----------|---------------------|---|---------------------|------------|

Tenet 3: Curriculum Development and Support

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

| | | |
|----------|----------------------------------|--|
| 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, 100% of teachers, including fine arts, and technology, will engage in the collaborative inquiry process in teacher teams to identify gaps in student understanding, identify areas of strength and weaknesses in instructional delivery to support the implementation of the new curriculum in ELA and Math for grades 3 to 8.

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. In September 2013, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan. **(SOP 3.2, 3.4)**
2. During the 2013-2014 school-year, teacher teams will analyze student performance data to redesign unit plans and lessons and include scaffolded questions to provide multiple entry points for students. **(SOP 3.2, 3.4)**
3. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade, subject and departments. **(SOP 3.2, 3.4)**
4. During the 2013-2014 school year, Principal and administrative team will establish differentiated after-school professional development on Danielson Framework for Teaching to enhance teacher practice. **(SOP 3.2, 3.4)**
5. During the 2013-2014 school year, grade teams, teacher teams, coaches and assistant Principals will develop rigorous units of study and lesson plans via the teacher team and common planning time. **(SOP 3.2, 3.4)**
6. During the 2013-2014 school year, 85% of teachers will engage in inquiry based structured professional collaborations. **(SOP 3.2, 3.4)**
7. During the 2013-2014 school year, teachers' inquiry will focus on the academic performance of ELLs and Level 1 students. **(SOP 3.2, 3.4)**

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

1. School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.
2. Administrative team will train teachers on how to use selected protocols to analyze student work as well as implement recommended instructional shifts.
3. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade, subject and departments.
4. Principal and administrative team will establish professional development opportunities after-school as well as providing opportunities for teachers to attend non-school based professional development sessions.
5. Curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
6. Principal and Assistant Principal will build capacity by developing teacher leaders to lead collaborative inquiry teams.
7. Teachers will provide academic support/instruction - Title I School Improvement Section 1003 (a. School Level Grant).

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

1. Every week, School Principal and School Programmer will evaluate Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as evaluate Professional Developments every Monday along with assessing the Professional Development plans.
2. Every month, teachers will reflect on their work and identify next steps.
3. On a quarterly basis, Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade, subject and departments.
4. Administrative staff will conduct frequent informal observations of teacher practice and provide specific actionable feedback in a timely manner.

5. Every month, curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
6. Teacher teams systematically monitor the progress of students on whom they are focused resulting in shared improvements in teacher practice and mastery of goals for groups of students.
7. Every 3 weeks, teachers will assess student and make curricula/instructional adjustments.

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

1. During the 2013-2014 school year, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.
2. During the 2013-2014 school-year, Administrative team will train teachers on how to use selected protocols to analyze student work as well as implement recommended instructional shifts.
3. During the 2013-2014 school-year, the Principal and teacher teams will monitor student progress on curricula aligned periodic assessments as well as collect and assess teacher team data by grade, subject and departments every quarter.
4. During the 2013-2014 school year, Administrative staff will conduct frequent informal observations of teacher practice using the Danielson Framework for Teaching and provide specific actionable feedback in a timely manner.
5. During the 2013-2014 school year, curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
6. During the 2013-2014 school year, Principal and Assistant Principal will create a calendar outlining the cycles for structured collaborations.
7. During the 2013-2014 school year-Saturday Academy will be implemented for 14 weeks beginning on January 11th and ending on April 19th.

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

1. Common planning periods will be embedded into the school day schedule.
2. Teachers will meet in grade teams/subject teams to facilitate vertical and horizontal alignment of curricula.
3. Teachers will be offered per session to conduct analysis of interim assessments.
4. Monday professional development sessions will be scheduled to support enhancing teacher practices using the Danielson Framework for teaching in addition to per session differentiated after school per session.
5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
6. Teachers will turn-key collaborative inquiry results via email blasts, facilitating professional development sessions, and participate in inter-team visitations to share best practices.
7. Teachers/ Administrators will be paid per session for 14 Saturday Sessions from January 2014-April 2014.

Budget and Resource Alignment

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

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

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

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

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

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

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

Major Recommendation

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

The review of a set of a teacher's observation indicated improvement in lesson delivery since September. For example, where the lessons were routinely teacher dominated, the more recent report attested to the use of small group discussion. However, analysis of the majority of reports reveals improved teacher practice along the framework's continuum is inconsistent.

| | | | | | | | |
|---------------------|--------------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Developing Quality | Year: | 2012-2013 | Page Number: | 3 | HEDI Rating: | Developing |
|---------------------|--------------------|--------------|-----------|---------------------|---|---------------------|------------|

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|--|--------|--|--|--|--|--|
| | Review | | | | | |
|--|--------|--|--|--|--|--|

Tenet 4: Teacher Practices and Decisions

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

| | | | |
|----------|---|----------|--|
| X | 4.2 Instructional practices and strategies | X | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | | 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.

Throughout the 2013-2014 school year, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to Danielson (1e) and (3b) so that teachers incorporate critical thinking and discussion opportunities within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation

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. Every Month, teachers will receive at least 3 hours of Professional Development on the Danielson Framework for Teaching. **(SOP 4.3)**
2. During the 2013-2014 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice. **(SOP 4.2)**
3. Throughout the 2013-2014 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson). **(SOP 4.2; 4.3)**
4. On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitatively and qualitatively) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do. **(SOP 4.2)**
5. During the 2013-2014 school-year teachers will conduct intra-visitations at least one time monthly using a focus from the Danielson Framework for Teaching. **(SOP 4.2)**
6. During the 2013 school year, teachers will participate in inter-visitations amongst other schools to build partnerships and share best practices. (SOP 4.2)
7. During the 2013-2014 school year, Instructional staff will receive professional development on practical strategies for working with ELL's and Students with disabilities. **(SOP 4.2; 4.3)**
8. During the 2013-2014 school year, Principal will participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning. **(SOP 4.2)**

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

1. School Principal and Talent Coach School will facilitate/design at least 3 hours of PD on Danielson Framework for all instructional staff including Para-professionals.
2. Principal and Assistant Principals will conduct observations according to each teachers evaluation selection option as per ADVANCE.
3. Administrators and Lead teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, and Danielson).
4. Principal and School Programmer will embed common planning time in the school program for weekly team meetings.
5. Principal, School programmer and Assistant Principal will provide time/schedule to conduct intra-visitations.
6. Principal, School programmer and Assistant Principal will provide time/schedule to conduct inter-visitations amongst other schools.
7. Principal, Assistant Principal, ESL Coordinator, and Special Education Liaison will lead professional development sessions.
8. Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.

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

- 1 Every Month, teachers will receive at least 3 hours of Professional Development on the Danielson Framework for Teaching.
- 2 During the 2013-2014 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and

actionable feedback on teacher instructional practice.

- 3 Throughout the 2013-2014 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- 4 On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitatively and qualitatively) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.
- 5 During the 2013-2014 school-year teachers will conduct intra-visitations at least one time monthly using a focus from the Danielson Framework for Teaching.
- 6 During the 2013 school year, teachers will participate in inter-visitations amongst other schools to build partnerships and share best practices.
- 7 During the 2013-2014 school year, Instructional staff will receive professional development on practical strategies for working with ELL's and Students with disabilities.
8. During the 2013-2014 school year, Principal will participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning

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

1. Every Month, teachers will receive at least 3 hours of Professional Development on the Danielson Framework for Teaching.
2. During the 2013-2014 school year, Principal and Assistant Principals will conduct frequent informal observations of teachers and provide specific, timely and actionable feedback on teacher instructional practice.
3. Throughout the 2013-2014 school year, administrators and Lead teachers will engage staff in unit and lesson planning clinics to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. On a quarterly basis and during weekly teacher team meetings, Principal, Assistant principal, and teachers, will look at student work products (data analysis; quantitatively and qualitatively) to adjust lesson plans, units of student, and design standards based assessments that target identified gaps in what students know and are able to do.
5. During the 2013-2014 school-year teachers will conduct intra-visitations at least one time monthly using a focus from the Danielson Framework for Teaching.
6. During the 2013 school year, teachers will participate in inter-visitations amongst other schools to build partnerships and share best practices.
7. During the 2013-2014 school year, Instructional staff will receive professional development on practical strategies for working with ELL's and Students with disabilities.
8. During the 2013-2014 school year, Principal will participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning

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

1. Common Planning Periods, Teacher Team Meetings, Monday Professional Development Sessions, Per- Session for after school professional development.
2. Class schedules, Teacher's Programs, ADVANCE-the school's budget will be modified to hire an additional Assistant Principal to conduct teacher observations.
- 3.
4. Monday Professional Development sessions, Common planning periods, per-session for after school professional development sessions.
5. Common Planning Periods, Teacher Team Meetings, Monday Professional Development Sessions, Per- session for after school professional development.
6. School Program-Professional and Prep periods for intra-visitations.
7. Sub central- Absent teacher Coverage.
8. Common Planning Periods, Teacher Team Meetings, Monday Professional Development Sessions, Per- Session for after school professional development
9. Meetings with Network/Cluster personnel.

Budget and Resource Alignment

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

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| | PF Set Aside | X | Tax Levy | x | Title IA | | Title IIA | X | 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 | x | PF College & Career Readiness | x | PF Common Core |
| X | PF ELT | X | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | X | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #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). | | | | | | | |
| In the 2012-2013 learning environment survey, students’ responses to the following question regarding safety and respect declined last year and scored below average. “At my school I am safe in the hallways, bathrooms, locker rooms and cafeteria (score 5.8 out of 10) At my school students get into physical fights (4.4 out of 10) At my school students harass or bully other students (4.7 out of 10) Schools harass or bully each other based on difference such as “race, color, ethnicity, national origin, citizenship/immigration statues, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight (5.7 out to 10) | | | | | | | |
| Review Type: | LES | Year: | 2012-2013 | Page Number: | 10 | HEDI Rating: | Developing |

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 June 2014, school leaders will work to improve the school’s learning environment by implementing an anti-bullying curriculum, advisory, PBIS and various student activities in all grades to decrease the number of Principal and Superintendent suspensions by 20% as evidenced through OORS data reports |

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 |
| <ol style="list-style-type: none"> 1. In September 2013, School Principal, Assistant Principal, School Leadership Team will update school-wide discipline policy as well as look at data on patterns and trends. (SOP 5.5) 2. In August 2013, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual (SOP 5.2) 3. In September 2013, School Principal and Assistant Principals will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors. (SOP 5.3) 4. In September 2013, Assistant Principal and P.R.I.D.E. Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. (SOP 5.5) 5. On a monthly basis, School Principal and Assistant Principal will track OORs reporting reports for incidents and suspensions. (SOP 5.5) 6. Throughout the 2013-2014 school -year, School Principal and Assistant Principal will evaluate and observe the anti-bullying curriculum. (SOP 5.5) 7. Throughout the 2013-2014 school-year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive P.R.I.D.E. (SOP 5.2) 8. Throughout the 2013-2014 school -year, all Middle School staff will implement the advisory curriculum R.A.P. (SOP 5.3) 9. Throughout the 2013-2014 school -year, School Principal, Assistant Principal will support staff in developing and implementing after –school recreational and academic activities to improve student socio-emotional health and positively impact school culture and morale. (Robotics, Science Club, Glee Club, Chess Club, Tutoring, Student Council, Yearbook Club, Butterfly Dancers) (SOP 5.2) |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. School Principal, Assistant Principal and School Leadership Team will Update school-wide discipline policy as well as look at data on patterns and trends. 2. School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual 3. School Principal and Assistant Principal will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors. 4. Assistant Principal and P.R.I.D.E. Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. 5. School Principal and Assistant Principal will track OORs reporting reports for incidents and suspensions. 6. School Principal and Assistant Principal will evaluate and observe the anti-bullying curriculum. |

7. All staff and faculty will promote excellent conduct in all classes through the school wide incentive P.R.I.D.E.
8. The Principal and Assistant Principal will monitor the implementation of the R.A.P.
9. School Principal and Assistant principal will create vacancy postings, the after school schedule, and procure resources for each program.

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

1. On a monthly basis, School Principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data on patterns and trends.
2. On a yearly basis, School Principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual
3. On a monthly basis, School Principal, Assistant Principals and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed anti-bullying behaviors.
4. On a mid-year basis, Assistant Principal and Anti-Bullying Coordinator will evaluate the staff mid-year survey as well as evaluate the student mid-year survey.
5. On a monthly basis, School Principal and Deans will evaluate and monitor OORs reporting reports for incidents and suspensions.
6. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive P.R.I.D.E
8. Every week, the Principal and Assistant Principal will monitor the implementation of the R.A.P. curriculum.
9. Every week, Teachers will take attendance and monitor student engagement and interest in each program.

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

1. During the 2013-2014 school year, School Principal, Assistant Principals, and School Leadership Team will update school-wide discipline policy as well as look at data on patterns and trends.
2. During the 2013-2014 school year, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual
3. During the 2013-2014 school year, School Principal and Assistant Principal will Align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
4. During the 2013-2014 school -year, Assistant Principal and P.R.I.D.E. Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.
5. During the 2013-2014 school-year, School Principal and Assistant Principal will track OORs reporting reports for incidents and suspensions.
6. Throughout the 2013-2014 school -year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. Throughout the 2013-2014 school -year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive P.R.I.D.E.
8. Throughout the 2013-2014 school -year, School Principal and Assistant Principal will track the implementation of the R.A.P. curriculum.
9. Throughout the 2013-2014 school -year, School Principal will monitor the implementation and student interest in after school programs.

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

1. Advisory periods.
2. Cabinet/Advisory meetings.
3. Assembly periods.
4. Response to Intervention Team meetings.
5. OORs meetings, once a week with Principal and Assistant Principals.
6. Quarterly after school meetings with Principal, P.R.I.D.E. Coordinator, and Guidance Counselor.
7. Cabinet meetings with Principal, Assistant Principal and P.R.I.D.E. Coordinator on a weekly basis.
8. Per-Session for after school meeting/ Professional Development with Advisors, Principal, and Guidance Counselor.
9. Teachers, Para- professionals, and Supervising Administrator will be paid per-session for before and after school programs.

Budget and Resource Alignment

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

| PF Set Aside | x | Tax Levy | x | Title IA | Title IIA | Title III | Grants |
|--------------|---|----------|---|----------|-----------|-----------|--------|
|--------------|---|----------|---|----------|-----------|-----------|--------|

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. .

| x | PF AIS | PF CTE | X | PF College & Career Readiness | PF Common Core |
|---|--------|--------|---|-------------------------------|----------------|
|---|--------|--------|---|-------------------------------|----------------|

| | | | | | | | |
|---|--|--|------------------|--------|----------------------------------|---|--|
| x | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | x | PF Parent Engagement |
| X | PF Positive Behavioral Management Programs | | X | PF RTI | | | PF Supporting Great Teachers & Leaders |

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

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

Major Recommendation

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

As indicated by the Superintendent, Network staff and Parent coordination [parent attendance at school hosted events did not exceed 20%

| | | | | | | | |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-2013 | Page Number: | 2 | HEDI Rating: | Developing |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|------------|

Tenet 6: Family and Community Engagement

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

| | | | |
|----------|--|----------|-------------------------------------|
| | 6.2 Welcoming environment | X | 6.3 Reciprocal communication |
| x | 6.4 Partnerships and responsibilities | X | 6.5 Use of data and families |

Annual Goal #5

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

Throughout the 2013-2014 school -year, school leaders will promote the continued use of the online grade-book (Data-Cation/Engrade) and the school's automated messenger system (School Messenger) to ensure that information about students and the school reaches parents. School leaders will conduct monthly checks to ensure teachers update Engrade/Data-Cation so that parents have current academic information. School administrators will also ensure that parents continue to receive important school information through the School Messenger system.

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. Throughout the 2013-2014 school year, Principal and various staff members will conduct staff trainings on the use of Data-Cation, Engrade, and Weebly sites and provide literature and letters to parents explaining the rationale behind the program. **(SOP 6.5)**
2. Throughout the 2013-2014 school year, School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal and Parent Coordinator. **(SOP 6.4)**
3. On a quarterly basis, Administration will monitor the use of Data- Cation, Engrade, and School Messenger. **(SOP 6.5)**
4. Throughout the 2013-2014 school year, School Principal will Coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. **(SOP 6.3)**
5. Every month, the School Leadership team will analyze parent involvement data during their meetings. **(SOP 6.5)**

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

1. Principal and SLT will align budgetary resources to purchase software (Engrade, Data-Cation, School Messenger).
2. School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals and Parent Coordinator.
3. Administration will monitor the use of Data- Cation, Engrade, and School Messenger.
4. School Principal will coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program.
5. SLT will make recommendations and plan events to increase parent involvement at their level.

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

1. Quarterly targets will be set to evaluate and monitor how often parents are using the programs.
2. Twice a month check the usage of teacher, student and parent use of the programs.
3. Look at monthly attendance of parent night activities.
4. Analyze the student participants in the school-wide incentive nights.

5. SLT will see a 20% increase in sponsored events as evidenced by sign-up sheets.

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

1. On a monthly basis, Principal and various staff members will conduct staff trainings on the use of Data-Cation, Engrade, and Weebly sites and provide literature and letters to parents explaining the rationale behind the program.
2. On a monthly basis, School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals and Parent Coordinator.
3. On a quarterly basis, Administration will monitor the use of Data- Cation, Engrade, and School Messenger.
4. On a monthly basis, School Principal will Coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program.
5. Every month, the school leadership team will report on the level of parental involvement throughout the school year.

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

1. Staff-Teachers, Para-Professionals, Administrators will be offered per-session to attend professional development and training after-school.
2. School Principal, Assistant Principal, and staff will be offered per –session to conduct training for parents/guardians during monthly Family Nights/Informational Nights (Evening times) and Parent Workshops on Saturday’s.
3. The Principal and Assistant Principal will review school –wide data during cabinet meeting every other week.
4. The Principal and Assistant Principal will review the data with Teachers during Professional Periods.
5. One time monthly on Tuesdays after school

Budget and Resource Alignment

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

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

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Individualized RTI support, Words their way, Differentiated instructional resources, Wilson, Reading Eggs, Study Island, Rosetta Stone, Safari Montage | Small group, one-to-one, tutoring | During extended day, test prep, Saturday School |
| Mathematics | Ready, Basic Skills, RTI for All, Study Island | Small group, one-to-one, tutoring | During extended day, test prep, Saturday School |
| Science | Regents Preparatory Academy, Study Island | Small group, one-to-one, tutoring | During extended day, test prep, Saturday School |
| Social Studies | Study Island, Test Prep | Small group, one-to-one, tutoring | During extended day, test prep, Saturday School |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, CST team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations | Small group, one-to-one, tutoring | Lunch time, regular school day, after-school. |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- New teacher training, mentoring program.
- Buddy teachers and special emphasis on classroom intra-visitations
- A program schedule that builds common planning time, departmental conferences, and grade conferences
- Use of ARIS Learn to promote online teacher professional development
- Use of teacher text such as "The Skillful Teacher" to promote specific classroom/teaching practices
- Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis
- Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits
- Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework
- Monthly staff meetings to address teaching practices and data awareness
- Attend teacher fairs to recruit teachers or other pedagogues
- Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members
- "Webinars and tutorial resources based on ARIS Learn

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).

1. ELI workshops for Assistant Principals
2. Instructional Rounds hosted by the Network
3. Instructional Leads trainings hosted by the Network
4. Principal led Professional Development for Assistant Principal and Teachers
5. Teacher led Professional Developments

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.).

PS/MS 212 will partner with C.H.A.M.P.S during the 2013-2014 school year.

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.).

Pre-school students at MMS 212 are an integral part of the community. Students receive early intervention services from the school based support team and early childhood teachers participate in all professional development sessions held at the school. The curriculum is aligned to support long term goals and develop targeted interventions to ensure that students are on track to access the Kindergarten curriculum. Parents of early childhood students are included in the distribution lists for all communication systems, are invited to and participate in all school based activities.

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.

Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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, PS/MS 212X, 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.

PS/MS 212X will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all - parents/guardians, including parents/guardians of English Language Learners and students with disabilities. School surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the SCEP, 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;
- 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.
- support the communication of scheduled school activities to parent households via a school messenger.
- ancillary materials and supplies will also be available to support parent efforts

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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;

SCHOOL-PARENT COMPACT

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 with 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 promptly 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 12 | Borough Bronx | School Number 212 |
| School Name THE MULTICULTURAL MAGNET SCHOOL | | |

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 Gloria Ford Anderson | Assistant Principal Hilda Robles |
| Coach | Coach |
| ESL Teacher Claudio Estrella | Guidance Counselor Mimy Mpowa |
| Teacher/Subject Area Belkis Pena ESL | Parent |
| Teacher/Subject Area Narelys Pagan ELL Coordinator | Parent Coordinator Orlando Cardoza |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) | Other |

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 510 | Total number of ELLs | 109 | ELLs as share of total student population (%) | 21.37% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 8 |
| Pull-out | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 8 |
| Total | 1 | 2 | 0 | 0 | 0 | 0 | 17 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|--------------------------------|----|
| All ELLs | 109 | Newcomers (ELLs receiving service 0-3 years) | 77 | ELL Students with Disabilities | 10 |
| SIFE | 8 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6+ years) | 12 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| ESL | 69 | 5 | 2 | 32 | 3 | 4 | 12 | 0 | 4 | 113 |
| Total | 77 | 5 | 2 | 32 | 3 | 4 | 12 | 0 | 4 | 121 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP |
| Spanish | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 16 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 10 | 16 | 0 | 10 | 16 |

| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 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 |
| 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): 1 Number of third language speakers: 4

Ethnic breakdown of EPs (Number):

African-American: 11 Asian: 0 Hispanic/Latino: 13
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 2

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 | 0 | 8 | 12 | 6 | 6 | 6 | 14 | 13 | 10 | 0 | 0 | 0 | 0 | 75 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 3 | 3 | 0 | 0 | 0 | 0 | 12 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 2 | 1 | 3 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 11 |
| TOTAL | 0 | 9 | 12 | 8 | 7 | 11 | 18 | 19 | 15 | 0 | 0 | 0 | 0 | 99 |

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) | 8 | 2 | 3 | 4 | 2 | 3 | 4 | 7 | 7 | 0 | 0 | 0 | 0 | 40 |

| 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) | 0 | 0 | 2 | 1 | 2 | 5 | 8 | 7 | 6 | 0 | 0 | 0 | 0 | 31 |
| Advanced (A) | 2 | 7 | 7 | 3 | 3 | 3 | 6 | 5 | 2 | 0 | 0 | 0 | 0 | 38 |
| Total | 10 | 9 | 12 | 8 | 7 | 11 | 18 | 19 | 15 | 0 | 0 | 0 | 0 | 109 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 4 | 1 | 0 | 0 | 0 | 0 |
| | I | 0 | 4 | 1 | 0 | 0 | 2 | 4 | 2 | 2 | 0 | 0 | 0 | 0 |
| | A | 0 | 3 | 4 | 1 | 4 | 4 | 6 | 9 | 5 | 0 | 0 | 0 | 0 |
| | P | 0 | 0 | 4 | 3 | 1 | 2 | 1 | 4 | 4 | 0 | 0 | 0 | 0 |
| READING/ WRITING | B | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 6 | 7 | 0 | 0 | 0 | 0 |
| | I | 0 | 3 | 2 | 1 | 4 | 5 | 6 | 4 | 2 | 0 | 0 | 0 | 0 |
| | A | 0 | 2 | 7 | 2 | 1 | 1 | 6 | 9 | 1 | 0 | 0 | 0 | 0 |
| | P | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 2 | 0 | 0 | 0 | 2 |
| 4 | 4 | 0 | 0 | 0 | 4 |
| 5 | 8 | 2 | 0 | 0 | 10 |
| 6 | 5 | 1 | 0 | 0 | 6 |
| 7 | 12 | 2 | 0 | 0 | 14 |
| 8 | 7 | 2 | 0 | 0 | 9 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 4 | 4 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 6 |
| 5 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| 6 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 7 | 7 | 10 | 0 | 3 | 0 | 0 | 0 | 0 | 20 |
| 8 | 7 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 13 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 9 |
| 8 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 5 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and | 0 | 0 | 0 | 0 |
| Foreign Language | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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.

Paste response to questions here: Early literacy skills are assessed using ECLAS. ECLAS allows us to assess reading levels, fluency, comprehension, phonetic skills, and writing skills. The data has allowed us to pinpoint the need to focus instruction on reading strategies for comprehension and phonics for decoding. Fountas and Pinnell Running Record is utilized school wide. Each student's reading level is assessed through their decoding, fluency, and comprehension of the text. The ECLAS data for Kindergarten and first grade demonstrated the need to focus on sight words and phonetic structures such as diagraphs, diphthongs, and blends. Our ELLs in first grade cannot decode diagraphs and blends as one phonetic structure. Additionally, our beginner second grade ELLs are struggling with letter recognition, decoding simple consonant vowel consonant patterns. For these reasons ESL instruction will focus on family words, short vowels cvc patterns, utilizing visual cues, and decoding strategies. Furthermore students below the grade level benchmarks in Fountas and Pinnel will be grouped for RTI instruction.

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

Paste response to question here: A current review of the LAB-R revealed that the majority of our Kindergarten students are testing at the beginner level. Our newcomer middle school students are testing at a beginner level. A review of current NYSESLAT data (2013) revealed that although some students achieved a particular level (ex.. Advanced) on the combined modality report, their actual achievement differed. In some instances, a student who scored at the advanced level in speaking and listening, may actually be at beginning level in speaking and intermediate level in writing. In addition, our largest placement group in Listening/Speaking (34) is Advanced and Reading/Writing (28) Advanced. The data also revealed scattering within modalities tend to occur (in this case) among the upper grades (7th and 8th) which was our largest influx of ELLs in 2012-2013. Our sixth through eighth grade beginners through the LAB-R in 2012-2013 made the most significant growth testing at intermediate level in their first year of service. Our current second grade ELLs placed at advanced with students scale score very close to proficient. The fourth grade ELLs tested at advanced or proficient in Listening/Speaking and at varying levels in Reading/Writing.

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 [AMAOS tool](#))

Paste response to question here: The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam. Based on this information, lessons can be customized to meet the student's individual needs and target groups. We are able to pinpoint the need of increasing ESL instruction focused on phonetic structures, reading fluency and comprehension strategies for the kindergarten and first grade students. In order to support the students testing nearly at proficient in reading/ writing, organization, sentence variety, word choice and especially conventions will be targeted for middle school advanced students. Our middle school intermediate students demonstrated a need in the reading component in the NYSESLAT. Instruction in reading comprehension strategies especially fix-up strategies in order to increase students monitoring their own comprehension will be targeted for our middle school intermediate students. Through inquiry the ESL teachers along with the classroom teachers will align the curriculum with the specific targets for each grade span and language level. They may use the NYSESLAT results and the state exams to target specific modalities or skills per student or target group. One particular target group to provide additional support in ELA will be our second year ELLs, data from the state ELA exam of 2013 demonstrated this need. Furthermore, our SIFE students and newcomers through our Basic Skills RTI program will be provided the additional support through tailored instruction utilizing the data from the NYSESLAT and AMAOS. The groupings will be ascertained through the AMAOS tool which implies the at-risk students. The AMAOS tool will allow us to predict which student may not meet one level of growth or proficiency and target the modality needed to progress one level or reach proficiency, with the specific modality, needed to attain this goal. The AMAOS tool will also allow us to create RTI groups for students with their deficiencies addressed in small group instruction utilizing base line, midline, and in house assessments of the exact modality. The AMAOS tool highlighted the students as at risk for not meeting AMAOS 1 and 2. Through data from the NYSESLAT and diagnostic tools it was determined, to focus on in small group instruction with specific teaching strategies building listening, and reading comprehension.

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?

Paste response to questions here: Some patterns we were able to identify were that Listening and Speaking demonstrated the largest group of Advanced Students. Grades 7 and 8 presented the largest group of beginners in reading and writing. Our ELLS testing in their native language in the content areas had similar results as those testing in English with close to equal numbers in each grade span. The data from the ELL Periodic Assessments were used for inquiry where teachers were able to create strategic groups in AIS, ESL and content area. The data was also utilized to differentiate tasks aligning with the Item Analysis of the skills or content area Gaps within mandated ESL instruction and extended day.

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

Paste response to question here: All students, including ELLS, are given baseline assessments that align with the grade level benchmarks and competencies students should attain by their grade. Teachers utilize the data from the baseline assessments in team meetings to discuss and designed tailored instruction. Tailored instruction of students at-risk , or below garde level benchmarks is given in small groups or 1:1 during RTI., and ESL (push in/pull out). Additional assessments , midlines, and in house teacher created assessments allow student progress to continually be monitored and instructional decisions are revisited.

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

Paste response to question here: Through h professional development and teacher team meeting teachers are given access to each students language level, second language level indicators,and the stages of language aquisition, present at that language level . Through professional development and teacher team meetings, teachers create lessons, assessments ,and materials that address the behaviors, and competencies at that stage of language aquisition. Through inquiry teachers can select exact teacher strategies that align with their students language level needs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here: We currently utilize the content area Scotts Foresman Science, Scotts Foresman Social Studies, (Spanish/English), Award Reading, and Estrellita assessments to assess the English proficient student progress in each content area and language acquisition. This allows us to pinpoint and monitor progress of our English proficient students and our ELLS in each specific content area. Through Estrellita in our Kindergarten Dual Language class we have beginners in the second language for the English Proficient students. Our English proficient students in Kindergarten have not taken any State Assessments.

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

Paste response to question here: Through quantitative measures such as the AMAO tool, AYP, NYSESLAT, benchmarks which are house assessments and the ELL periodic Assessment data is analyzed by teachers, teacher teams, inquiry and administration to pinpoint if the ELLS demonstrate progress in acquiring academic English necessary to perform on grade level . Qualitative measures such as student portfolios, Common Core performance tasks, and teacher team learning walks, allow teachers and administration to pinpoint the achievement gaps in the core instruction of ELLS.

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](#).)

Paste response to question here: We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will assist to complete the HLIS ; at registration, and conduct an initial interview. This alllows us to identify the ELLS within the first ten days. Additionally, through the use of the LAB-R scores, ARIS and NYSELAT we can appropriately place each ELL according to the language level in the ELL program. Placement letters are distributed by

mail to the parents. Additionally, placement letters are maintained in a separate binder in the school. Continued entitlement letters are distributed by mail. Continued entitlement letters are maintained in a separate binder in the school. Letters, brochures, and any other information given to the parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLS are utilized. At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogues from the school ELL department, Ms. Pagan (the ELL Coordinator/Spanish), or Ms. Pena (ESL teacher/Spanish) who is able to speak in their native language and English. Designated translators are available if needed, Mr. Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses to the survey questions, and the informal interview the student is administered the Language Assessment Battery (LAB-R) by an ESL teacher (Ms. Pagan or Ms. Pena) to determine the child's level of English language proficiency and the type of service. If the Home Language survey indicates the home language is Spanish, the Lab-R in Spanish is given by one of the three bilingual ESL teachers. The parents are provided with school wide information including special ESL services. The ELL Coordinator (Ms. Pagan), the ESL teachers (Ms. Pena, Mr. Estrella), review the various ATS reports (RLER, RLAT, RNMR, RESI) to ensure every ELL is identified properly and administered the NYSESLAT. The RLAT, RNMR, and the LAB-R scores are reviewed by the ELL department to ensure correct placement of every ELL. Additionally these reports allow the ELL department to target each of the four components during instruction according to the data.

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

Paste response to question here: After the initial interview a follow-up orientation workshop is held within ten days of entering the NYC school system. The ELL Coordinator (Ms. Pagan) and the ESL teachers (Ms. Pena and Mr. Estrella) are present at the orientation meetings and at the monthly ELL program meetings. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. During the orientation session, the parents of English Language Learners (ELL) have the opportunity to watch a video from the DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student's native language, as well as ESL; Dual Language – half the instruction in English and half in the student's native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. Additionally we provide parents with the ELL Parent Brochure, the Parent Choice Survey, and the PS 212 ELL program handbook in their native language. At PS 212, as per parent choice at this time we provide a Freestanding English as a Second Language program. Our parent choice selection for the lower grades have shown more interest in Dual Language. Therefore, this year we have opened a Dual Language class in Kindergarten. A PS212x ELL department weebly site is also available where parents are informed of all orientation meetings, language clubs and ELL parent workshops. Additional outreach through letters, phone calls, and our weebly site can be done to inform parents who have previously chosen a TBE/DL program if the program becomes available as per parent choice.

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

Paste response to question here: The teachers, supervisors, and parent coordinator keep the parents informed through meetings, workshops and literature. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting a program for their children. The ELL Coordinator mails parents the entitlement letters. Copies of the entitlement letters are maintained in a separate binder in the school. Whenever possible the ELL coordinator receives the Parent Selection Forms immediately after the orientation meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a separate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. If a parent was unable to attend the monthly orientation meeting, an appointment is made with the ELL Coordinator at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

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.

Paste response to question here: We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will conduct an initial interview; use LAB-R scores, ARIS and NYSELAT Combined Modality Report (RNMR) to inform our decision. Placement letters are distributed by mail to the parents. Additionally, placement letters are maintained in a separate binder in the school. Continued entitlement letters are distributed by mail. Continued entitlement letters are maintained in a separate binder in the school. Letters, brochures, and any other information given to the

parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLS are utilized.

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.

Paste response to question here: Advanced planning and programming between the ELL Coordinator, ESL teachers and Testing Coordinator ensure that schedules are created with groupings. Each student is grouped according to their grade span with the corresponding proctors. Each proctor is given a testing schedule for each NYSESLAT component. There is an absentee schedule as well for each component. The speaking component is administered by corresponding proctors with a list of students to be tested by scheduled dates. The testing proctors are all certified ESL teachers. Mock NYSESLATS and Interim Assessment provide the framework for the administration of the NYSESLAT. We utilize the RLER, and RLAT, ATS reports to determine NYSESLAT eligibility.

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. 

Paste response to question here: After reviewing the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. After reviewing the Home Language Surveys, we have identified that our ELLs speak different languages in each grade. After reviewing various ATS reports (RLER, RLAT, RESI, RYOS), with the Parent Surveys we have identified that we currently do not have enough ELLs of the same home language in two consecutive grades to create a transitional bilingual education class. Additionally our tally of Parent Selection Surveys is updated following each monthly parent orientation meeting. The majority of our program selection forms demonstrate the current trend of ESL as the first program choice. The maximum amount of Parent choice in a grade span for a transitional bi-lingual education class is 7th-8th grade with five parents selected a transitional bilingual education class. Therefore, as per parent choice, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population. However, after reviewing the Home Language Surveys, and Pre-K Language Needs Assessment, of 2012-2013, interviews with parents, and biographical data of Pre-k and Kindergarten students, we have seen a large influx of Students with a Home language of Spanish. Our parent choice selections of the lower grades have shown more interest in Dual Language. In 2012-2013 the kindergarten and First grade parent surveys we had ten parents select Dual language with their home language as Spanish. We are maintaining a Dual Language program beginning in Kindergarten. There are two Kindergarten classes with one being a dual language class.

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])?

Paste response to questions here:

1. In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min). In our current scheduling, Beginners, Intermediates and Advanced receive push in ESL instruction for 4-6 periods a week and ESL pull out for the remaining mandated periods separately according to placement. Additionally, lower level Intermediates are pulled out with Beginners at selected periods. Higher level intermediates are pulled out with Advanced students at selected periods. Push-In instruction is also scheduled per class. The Dual language class is self-contained. Instruction in ELA, the content areas and NLA is scheduled by the certified bi-lingual education teacher. The mandated 45 minutes of Support for ELLs is given with an additional certified ESL teacher providing push-in support.

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)?

Paste response to questions here: 2. Our beginners and intermediate level students receive 8 periods (360 min) of ESL instruction, 4-6 periods of ESL push in to ELA and content area classes and ESL pull out for the remaining mandated periods separately according to placement. The Dual language receives the mandated 45 minutes of Support for ELLs given with an additional certified ESL teacher providing push-in support. In addition to our intensive ESL instruction, all content areas are taught using ESL strategies allowing for a continuity of rigorous instruction and language development. Instruction is also differentiated within our student population in an effort to address special needs.

In our Dual Language Kindergarten class the languages of instruction will be in English and Spanish. Each subject will receive equal amounts of allotted time in both English and Spanish. We have opened a 50:50 program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. Both of the Kindergarten teachers are bilingual and hold a bilingual extension. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards where students can investigate complex text and academic discourse is promoted. We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught according to the Common Core Learning Standards. In addition the ELL Kindergarten student will receive Native Language Arts Instruction through Estrellita and Award Reading in Spanish 60-90 minutes a day

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.

Paste response to question here: Content areas are delivered using sheltered English instruction and a variety of constant scaffolding in order to allow ELLs to acquire content area vocabulary in English and content area skills in English. Through constant modeling of academic language in Socratic seminars, cooperative groups, and through accountable talk students are expected to respond and participate using academic language and higher order thinking. Teachers are encouraged to create cooperative learning groups in order to facilitate opportunities for students to interact with students at their proficiency level and students at a higher proficiency level. Through thematic units teachers model language functions and structures using academic language in context. Instruction is aligned with mandated ESL/ELA, content area standards, and the core curriculum. Teachers are encouraged to create thematic units which incorporate content and language objectives. Quality materials reflect the home language of the student and are aligned with the school's core curriculum. Texts are available in the home language of many of

our students in the content areas. In our Dual Language Program Social Studies and Science is taught on alternating days in English and Spanish. Our Scotts Foresman teacher and student materials are utilized in English and Spanish. Additionally our Envision Math student and teacher materials are in English and Spanish. Teacher charts, student readers, homework, and student workbooks in each content area are available in both languages in the Dual language class. The ESL Coordinator meets on a weekly basis with content area teachers and the ESL teachers through mentoring, professional development and department meetings to discuss current units, differentiation, and collaboration of the ESL teachers with the content area teachers.

Additionally, the ESL teachers plan lessons in collaboration with content area teachers to provide constant support with a focus on academic language, differentiation, cognitive demands of tasks, evaluating student work and data, and scaffolding in the content areas to meet student needs.

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

Paste response to question here: In our Dual Language Kindergarten class content area instruction is provided in English and Spanish. The content area material are all parallel in Spanish and English. The Award Reading, Envision Math, Scotts Foresman Science and Social Studies instructional and student materials are in Spanish and English. Content Instruction is in each language according to the language of the day. Content area units are taught in both languages with a focus on academic language and skills. Ongoing daily assessments, thematic assessments, demonstrations, exhibits, and skill based assessments in verbal and written form in ESL and in the content areas are created through the collaboration of ESL teachers and content area teachers. A student portfolio is maintained by classroom teachers in order to be assessed periodically by teachers, students and parents. Students are encouraged to put pieces in their portfolio reflecting their home language and English. The students are given formal and informal assessments in the native language of the ELLs when necessary. In addition, assessments in the native language of the ELLs are present in our current curriculum materials. Ongoing assessments are utilized to evaluate student learning and performance.

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

Paste response to question here: Through professional development, inquiry and teacher team meetings teachers are presented with data showing the language level for each modality. In addition, the stages of language acquisition with indicators for each level are addressed when designing instructional units and aligned assessments. Furthermore ESL teachers have constructed curriculum maps with all 4 modality assessments as culminating tasks for each standard based rigorous unit. Informal assessments are given by the ESL teachers of each modality at the end of each unit. Each Common Core based thematic unit is presented with assessment that align to the NYSESLAT. For example, our seventh grade ELLs this year are utilizing the Common Core Social Studies based unit from the office of ELLs and Stanford: Persuasion Across Time and Space. The ESL teacher has created additional informal assessment based on the NYSESLAT such as a Speaking assessment with a picture description connected to the Civil war. The teacher is also able to utilize the writing performance task which align to NYSESLAT writing component. Each ESL teacher has developed a curriculum map with monthly thematic unit with corresponding assessments that align to each component of the NYSESLAT. In the curriculum maps the assessments are grouped under Listening, Speaking, Reading, Writing. The ESL department conducts formal assessments as well of each modality. Each student is given a baseline, midline and mock NYSESLAT format assessment with each modality assessed.

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).

Paste response to questions here:

6a. Our SIFE students receive additional small group tutoring. They are involved in our RTI Initiatives. Our Basic Skills RTI program Initiative consists of educators, that are also translators, which instruct the children two days a week using English and their native language. Their instruction is in all the content areas allowing the students to acquire skills in their native language and in English. Our SIFE students are also involved in Saturday, Holiday and After School programs. Because of their special condition they also receive counseling services and specialized instructional materials. Former ELLs participate in our Saturday Academy and monthly language clubs. This allows for academic and socio-emotional support of Former ELLs. Former ELLs are scheduled for the testing accommodations each ELL receives up to two years after testing at proficiency in the NYSESLAT. The testing coordinator with the ESL coordinator reviews the ATS reports RLER, RLAT, RYOS, to appropriately create grouping for each standardized exam with students receiving testing accommodations.

6b. Our newcomers participate in our Basic Skills RTI program where the ESL teachers collaborate with teachers who speak their

native language to provide content clarification, specialized instruction for first year ELLS in math, and transferring reading skills from their native language for second year ELLS in English Language Arts. Technology, visuals, photo libraries, bilingual picture dictionaries and other supplementary materials are available for ESL teachers and content area teachers for newcomers. The newcomers are involved in our language clubs where they meet students with their same native language and receive group support while completing academic activities. Additionally, they receive counseling and more experiential type of educational activities, such as trips.

6c. In addition to mandated ESL periods, for the students that have been in the program 4-6 years, we have implemented a separate small group instructional time per grade level with ESL teachers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. Baseline writing samples are taken for strategic writing instruction tailored to each child. ESL teachers and content areas use the data to inform instruction and create differentiated activities.

6d. ELLS that have received services for more than 6 years receive instruction in a small group setting per grade level with ESL teachers, where we utilize data from the NYSESLAT, diagnostic assessments, ARIS and ELL periodic assessments to focus on areas of improvement. Additionally, the data is utilized to identify areas of strength. If there is no progress after all our effort we will refer him/her to the appropriate committee (PPC, I.E.P) for possible evaluation. However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable.

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?

Paste response to question here: Similarly, we ensure that lessons are scaffolded, student's attention span, impulsivity and distractibility are considered when planning lessons. Instruction is aligned to the CCLS and tasks are differentiated and supported using a variety of supplemental materials such as visuals, technology, and photo libraries. A variety of scaffolds are used to create differentiated tasks such as, breaking down tasks into smaller assignments, simplifying directions, adapting text, and graphic organizers. ESL teachers have access to the IEP of each student and refer to it when planning instruction and assessments.

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?

Paste response to question here:

A student's environment is considered when scheduling. ESL teachers in collaboration with classroom teachers, and other service providers, schedule services and plan instruction, in department meetings and preparation periods, in order to provide each child their mandated instruction and services according to their individual IEP. The ESL teachers collaborate with the classroom teachers in order to push in and pull out the SWD. This will allow instruction to be done within the peers of their class and participate in collaborative groups with non-disabled peers according to their grade level.

If a reevaluation is needed it will be conducted.

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 |
|-----------------------|----------------------------|
| Native Language Arts: | Spanish |
| Social Studies: | 0 |
| Math: | 0 |
| Science: | 0 |
| Foreign Language | Spanish |
| | |

| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| | |
| | |

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

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

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.

Paste response to question here: Collaboration between the ESL teacher, AIS providers and their current ELA/content area teachers is frequent and ongoing through department meetings and preparation periods. These primary planning sessions will focus on customizing instruction in preparation for ELA , using Wilson and Foundations. Diagnostic assessments are given in order to create ELL target groups for both ELA, math, and content areas. During extended day ESL teachers and content area teachers collaborate to target these students utilizing the data from the diagnostics. ELLS needing targeted interventions for ELA are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. ELLS needing targeted interventions for math are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. Both Social Studies and Science teachers collaborate with the ELL Coordinator and ESL teachers to identify students in need of interventions. These students are seen in Extended Day and further support is given through the ESL teacher. Data reports (ARIS, NY start, Interim Assessment, RNMR, RLAT) , and class diagnostics, are used to identify students in need of interventions.

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

Paste response to question here: Through qualitative measures such as the NYSESLAT, ARIS, ELL periodic assessments teachers and administration have noted significant progress in beginner students in the middle school grades. The ELL inquiry team sheltered English instruction teachers analyzed the data of the 2013 LAB-R beginners in comparison to the 2013 NYSESLAT results . Close to half of the students testing initially at Intermediate meeting the AMAO goal #1. Additionally teacher team meeting of ESL teachers with the classroom teachers noted student progress through monitoring the Common Core Performance Tasks. This collaboration of teachers , and administration was a key element of the effectiveness of our program. The collaboration allowed for standard based instruction in ELA, Math and in the content areas to be designed and tailored utilizing several forms of qualitative and quantitative measures. The professional development focused on levels of language acquisition and indicators at each level allowed the teachers to design instruction ,and assessment in ELA, Math and in the content areas that met the students needs in language development.

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

Paste response to question here: Our Basic Skills RTI program is a new initiative where schoolwide benchmarks are given to each student. These grade level benchmarks address the competencies present to perform on standard based grade level tasks. The benchmarks allow the teachers and administration to identify the achievement gaps for the school as a whole and create target groups per grade. The target groups are identified as the at-risk students below grade level benchmarks. These students receive small group instruction tailored to the deficiencies present from the diagnostic tools.

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

Paste response to question here: There are no programs that are being discontinued from last year.

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

Paste response to question here: ALL ELLS are invited to participate in our SES and afterschool programs Sports and Arts, Band, and Participating programs in the 212x campus. Technology with bilingual capabilities will be used during instruction in our afterschool program. Furthermore, with Title III funding, we will begin a Saturday program for newcomer Immigrant ELLS and their parents using Oxford Picture Dictionaries, workbooks, and Side By Side texts.

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

Paste response to question here: The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Reading Streets (Balanced Literacy reading and Writing Workshop Models), Word Wise, Kaplan Math/ELA Rosetta Stone and a extended range of print, visual and digital resources. An adequate bilingual ESL class library is available for student use, color-coded and labeled by language. This year we will be introducing the Ipad 2 for instruction, a tool for supplemental materials, and native language support. Various websites , such as the Children's International Library, provide native language interactive texts and visuals students may utilize. For use in the content areas, photo libraries, such as our Science photo library provide visuals and vocabulary support for the ELLS. The Content Area teachers in collaboration with ESL teachers utilize various websites (free translation, pete's power points, google images, edhelper, freeology, brain pop, cool math games) for native language support, scaffolds, supplementary materials and

differentiated tasks in the content areas in order for students to build technical and digital proficiency.

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

Paste response to question here: Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for beginners in order to transfer skills from their native language to English. Native language instruction is used support higher order thinking in demanding and challenging areas of instruction. Decisions on language use in instruction are based on data ,student needs, language levels, and challenging content . The language of student products is determined according to student needs. Student products are differentiated according to the strengths and areas of improvement. In the ESL classroom , there is evidence of student work displayed in both student's native language and English. Charts, vocabulary, word walls provide a print-rich environment in both the student's home language and English. Due to these supports there is a consistency of home language and English usage. In our Dual language Kindergarten class native language support is provided by the Native Language instruction, the bilingual teacher and the native language materials. The materials in the content areas, and the library are both in English and Spanish.

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

Paste response to question here: All services (ESL, AIS, SIFE initiative) instruction and support are standard based CCLS corresponding to the students grade and age.

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.

Paste response to question here: Newly enrolled ELLS are given support through our SIFE/welcome center, and our monthly language club meetings where counseling,technology, native language libraries and information on the ESL program is available for students and parents.

18. What language electives are offered to ELLs?

Paste response to question here: A language elective being offered to ELLS currently is Spanish. Through instruction and technology students acquire listening , speaking, reading and writing skills in Spanish.

19. For schools with dual language programs:

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

Paste response to questions here: Each subject will receive equal amounts of allotted time in both English and Spanish. The ELLS and EPS will be integrated the entire school day. We have opened a 50:50 self-contained program with half the instructional week in English and half the instructional week in Spanish by alternating weeks. One week will consist of 3 days of one target language (English) and 2 days of the other target language (Spanish). The following week, the allotted days will alternate for each target language. For Example, Week 1: Monday, Wednesday, Friday all instruction will be in English. Tuesday and Thursday of the same week instruction will be in Spanish. The following week, Monday, Wednesday, and Friday all instruction will be in Spanish. Tuesday and Thursday all instruction will be in English. We intend to plan activities in all the content areas in both Spanish and English. We are planning balanced literacy thematic units using Non-Fiction and Fiction texts aligned to the Common Core Standards in both languages .We are planning activities in Social Studies, Science, and Math where both literacy, academic language, content specific skills and concepts are taught in English and in Spanish according to the Common Core Learning Standards. Content area materials will be utilized in English and Spanish, such as, Scotts Foresman Social Studies and Science kits for Kindergarten. Instructional activities in the Content Area will focus on developing stronger vocabulary, problem solving skills, and word analysis skills of content concepts in both languages. Instruction in the content area will focus on promoting academic discourse through literary texts in the content areas and inquiry based materials. With a focus on academic language in the content areas through content specific texts and inquiry based investigations students can become bilingual and biliterate while mastering the same academic content as a general education classroom. Additionally we emergent literacy skills such as phonemes, sight words, blending will be taught first in Award Reading with exposure to Spanish and a focus on English phonetic structures. Mid-year Estrellita will be utilized to supplement Award Reading and teach phonetic structures, sight words and blending in Spanish.

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.

Paste response to questions here: Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development which meets the needs of teachers of second language learners. Mutual preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Response to Intervention
- Bilingual/ESL Compliance
- Using data to drive instruction (NYSESLAT/ARIS)
- ELLs Periodic Assessment, Performance Series and Acuity
- SIOP Model
- Scaffolding
- Infusing technology and Realia (Using Smart Boards /I pads)
- Language Allocation Policy (changes and status)
- Sentence Frames
- Differentiation, Learning Language Needs and Effective Practices for ELLS
- Accountable Talk for ELLS
- Developing Academic language Through Content
- Current ESL/ Bilingual Research

A professional development binder is maintained with agendas, sign-in sheets and feedback from teachers. This records a log of the professional development done by each teacher. Teachers are encouraged to attend off-site workshops and seminars related to ELLS. The parent coordinator provides professional development and conferences with individual teachers with the focus of maintaining open lines of communication with parents. He provides opportunities through parent workshops, and school events geared towards building cohesiveness and cooperation between parents and staff. The school leadership is formed through a collaboration of administration, parents and teachers. Using data, teachers, parents, and administrators on the school leadership team continually voice concerns, suggestions, and possible outcomes to administration in order to make informed decisions. They provide support to the staff through this continual feedback of staff, parent and students needs. The LAP implementation and refinement plan is reviewed by the school leadership team and included in the CEP. The guidance counselor receives professional development on 8th grade articulation, newly arrived students, temporary housing, conflict resolution, cultural sensitivity, social and emotional development. Our guidance counselor is currently completing a bilingual extension. Due to her knowledge base on bilingual education and professional development, she provides turn-key training. Additionally, the guidance counselor supports staff through professional development of social, emotional, and behavioral needs and strategies to equip teachers with the appropriate tools to assist all students. The guidance counselor assist ELLS as they transition through individual conferences, participation in the language clubs, and direct communication with parents.

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?

Paste response to questions here: Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza to attend parent workshops or provide resources for the support of ELL parents and students. We will invite parents of Immigrant ELLS to attend our Saturday Academy , parent and student ESL classes. In these classes parents will be able to learn English along side their children. Additinally, parents are invited to attend our monthly language clubs. In the language clubs students participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. The ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program, which informs parents how our LAP is implemented in our school. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the programs for their children offered. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. Following each workshop, we provide parents with an opportunity to express concerns, suggestions and ask questions. A parent feedback form is given. Parents are given the opportunity to express any needs, or the suggested topics of further workshops. Parents are encouraged to respond in their native language.

Additionally, the parent coordinator is implementing AWE workshops. Workshops are targeting Aris Parent LInk, our Weebly Sites, and En-grade. The parent coordinator is modeling for parents how to utilize the Aris parents link to locate information on their child. The parent coordinator is demonstrating in workshops how to connect to each weebly site for each teacher, administrator, and school department in order to locate homework, assignments, activities, workshops , trainings for students and parents. Furthermore, through workshops and conferences, the parent coordinator is introducing parents and students to E-grade an online grading system. Parents and students will be able to view assignments, homework, project grades and comments.

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: Key foci in our ELL program are

- Teacher Collaboration through Inquiry, Teacher Teams, Coteaching of Sheltered English Class
- Data Driven Instruction (NYSESLAT, ARIS, Grade Level Basic Skills Benchmarks, Common Core Performance Task)
- Weekly Professional Development on ELL Instruction personalized to teacher and Student Needs.
- Intervention provided in different formats (Small group according to grade, basic skills deficiencies, modality focus)
- Continual Monitoring of Student Progress.
- Socio-Emotional Support of Students and Parents through Language Clubs, Saturday Academy and Community Based Organizations.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x212 School Name: THE MULTICULTURAL MAGNET SCHOOL

Cluster: 608 Network: 12

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Pena (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses, we are able to ascertain the language spoken , written and read by the parents. The informal interview with the student and parent informs us about the parents country of origin, and languages spoken. The parents are provided with school wide information including special ESL services in English, Spanish and French. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Pena, Mr. Estrella) , and the testing Coordinator review the various ATS reports (RLER,RLAT RESI,BIOS) to ensure every ELL is identified properly. This data reinforces the information given in the home language survey, and interview, and allows us to properly identify the language spoken by the 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.

After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Dominican Republic, Haiti, and Guinea. After reviewing the Home Language Surveys, interviews with parents many of our students existing come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French.

Ten days after initial interviews, a follow-up orientation workshop is held for the parents by the ELL Coordinator. Additionally, monthly orientation meetings are organized for parents. To ensure maximum participation, letters go home to parents and phone calls are made both by

our Parent Coordinator and our ELLs Coordinator. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. Throughout these meetings we are able to further interact with the parents. The bilingual ESL teachers, parent volunteers and designated translators are present in order to meet the language needs, and assess and further needs for translation. We have been able to report these findings to the community through parent workshops, orientation meetings, discussion of the LAP with the SLT, and the CEP.

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.

Based on the data we use to review our students and parents language needs - the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that although our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French. Therefore, we have deliberately acquired Spanish and French teachers to teach the students using ESL methodologies to instruct the students. The guidance counselor who is also fluent in Spanish and French provides translation services at parent meetings and school events. Additionally, every piece of document that goes home to parents is translated into Spanish and French.

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

The administration and staff are aware that the ELLs' are an integral part of our school's community. Therefore, we do direct communication with students' parents and guardians ensuring that all Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings. We have certified ESL teachers on staff who speak, read and write Spanish and French very fluently. Since our ELLs mostly speak and understand Spanish and French, we use our staff to provide adequate and fast in-house oral interpretation services at no cost to our budget.

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>.

1. Staff Members. All Department of Education documents, formal and/or informal, are translated and provided to parents by our capable staff members who speak French and Spanish fluently.
2. Parent Volunteers. Our school has a pool of parents that speak Mandigo, Wolof and Fulani who are called upon to support Parent activities.
3. NYCDOE - The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>PS212</u> | DBN: <u>12x212</u> |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Reduced Class Size</u> |
| Total # of ELLs to be served: <u>45</u> |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u> |
| # of certified ESL/Bilingual teachers: <u>3</u> |
| # of content area teachers: <u>0</u> |

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: After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Ivory Coast, the Dominican Republic, Haiti, Puerto Rico and Guinea. After reviewing the Home Language Surveys, interviews with parents, and biographical data we have seen an influx of Students with Interrupted Formal Education and Newcomers. Many of our students from West Africa received only two years of formal education. We have also identified a new wave of Newcomers from the Dominican Republic who received sporadic informal education in rural areas. For this reason we have continued our Newcomer/SIFE , Bridging the Gap program for our sixth through eighth grade students.

We utilized the data from the NYSESLAT , ELA and Math State Exams to adjust the classes in which our SIFE and Newcomer students belong to. Students who are SIFE , Intermediates or have been in an English Speaking school two to three years and are considered Newcomers are in general education classes receiving mandated ESL services. These groups are involved in our Reduced Class Size Program.

Through Title III we have created a reduced class size environment for our SIFE, and our Newcomer English Language Learners. The average class size for grades 6-8 is about 25 students per class; our Newcomer and SIFE students belong to classes 602, 702, and 802

During one math and one content area class our ESL teachers, Ms.Pagan and Ms. Tudda push in to assist students during their prep periods. Additionally, a third ESLcertified F-status teacher is able to push into content area class on Wednesdays on Fridays as well. This is done in addition to mandated ESL minutes as per CR-Part 154. This takes place on Wednesdays and Fridays, the program will begin January 2012 and will run until June 2012. The schedule for the reduced class size program is as follows.

Wednesday:

ESL F-status Teacher:

Push-in class 802, period 1 for social studies

Push-in class 802, period 3 for math

Push-in class 602, period 4 for social studies

Push-in class 602, period 5 for science

Push-in class 702, period 6 for social studies

Push-in class 702, period 8 for social studies

Fridays:

ESL F-status Teacher:

Push-in class 802 period 1 for math

Push-in class 602 period 2 for social studies

Part B: Direct Instruction Supplemental Program Information

Push-in class 602 period 3 for math
Push-in class 702 period 4 for math
Push-in class 802 period 6 for science
Push-in class 702 period 8 for social studies

In addition to this support and at no cost to Title III Mr Ductan (Math content area teacher) pushes into all Math classes on Wednesdays and Fridays as well as some content area classes as well, as evidenced in his schedule below. This teacher is key to our program because he speaks French, Haitian Creole and Fulani, all languages spoken in our newcomer/Sife classes, and is able to provide native language support to these students. Ms. Pagan, Ms. Tudda, and the ESL certified F-status teacher are able to provide native language support for students with a native language of Spanish. This allows students to acquire skills in their native language and are provided with clarification in the home language.

Technology (Starfall membership, IXL membership), visuals, photo libraries, Oxford bilingual picture dictionaries, Oxford workbooks, and other supplemental materials are available for ESL teachers and content area teacher for newcomers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. ESL teachers and translators use the data to inform instruction and create differentiated activities. Content clarification is done through instructional activities where visuals, concrete materials, videos, technology, translated texts are utilized for instruction. Teacher to Student Ratio (based on classes of approximately 25)

Wednesdays:

Class 602

Period 4(Social Studies): approx. 1:7

Period 5 (Science): approx. 1:7

Class 702

Period 6 (Social Studies): approx. 1:8

Period 8 (Social Studies): approx. 1:8

Class 802

Period 1 (social studies): approx. 1:8

Period 3 (Math): approx. 1:8

Fridays:

Class 602

Period 3 :(Math): approx. 1:7

Period 2: (Social Studies): approx. 1:7

Class 702

Period 4 (Math): approx. 1:8

Period 8 (Social Studies): approx. 1:8

Class 802

Period 1 (Math): approx. 1:8

Period 6 (Math): approx. 1:8

The following schedules are of our SIFE/Instructor and Translator for each day . The per diem ESL teacher follows the same schedule as the SIFE instructor/translator Each allotted period of content instruction/clarification is aligned to the students' schedules. The student schedules follow for 602, 702, 802, ESL minutes of instruction as per CR- Part 154 mandates are met outside of the reduced class size program. Classes 602, 702 and 802 receive ESL push in/ pull out services only during ELA . The reduced

Part B: Direct Instruction Supplemental Program Information

class program only occurs during the other content areas so as to not interfere with mandated ESL minutes.

WEDNESDAY: ESL F-status teacher

| | | | | | | | | |
|----------|-----|----------|-----|------|-----|-------|-------|----|
| PERIOD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CLASS | 802 | PREP 802 | 602 | 602 | 702 | LUNCH | 702 | |
| STUDENTS | 8 | 8 | 7 | 7 | 8 | LUNCH | 8 | |
| Content | SS | MATH | SS | SCI. | SS | SS | LUNCH | SS |

FRIDAY: ESL F-status teacher

| | | | | | | | | |
|----------|---|------|-----|------|------|-------|-----|----------|
| PERIOD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CLASS | | 802 | 602 | 602 | 702 | LUNCH | 802 | PREP 702 |
| STUDENTS | | 8 | 7 | 7 | 8 | | 8 | PREP 8 |
| Content | | MATH | SS | MATH | MATH | | SCI | SS |

| | | | | | | | | |
|-----|------|------|-----|------|------|------|-------|------|
| 602 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| WED | ELA | ELA | BTG | SS | SCI | MATH | LUNCH | MATH |
| | 401D | 401D | | 401A | 401A | 100 | 100 | |

| | | | | | | | | |
|-----|------|------|------|------|------|-----|-------|------|
| FRI | SS | SS | MATH | MATH | BTG | ELA | LUNCH | ELA |
| | 401A | 401A | 100 | 100 | 401B | | | 401B |

| | | | | | | | | | |
|-----|-----|-----|-----|---|------|------|-----|-------|-----|
| 702 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| WED | PE | PE | BTG | | ELA | ELA | SS | LUNCH | SS |
| | GYM | GYM | AIS | | 401B | 401B | 409 | | 409 |

| | | | | | | | | | |
|-----|------|------|------|--|------|-----|-----|-------|-----|
| FRI | ELA | ELA | MATH | | MATH | BTG | SCI | LUNCH | SS |
| | 401B | 401B | 401C | | 401C | AIS | 311 | | 409 |

| | | | | | | | | |
|-----|-----|------|------|------|------|-----|-------|--------|
| 802 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| WED | SS | MATH | MATH | ELA | ELA | SCI | LUNCH | HEALTH |
| | 409 | 401C | 401C | 401D | 401D | 311 | | 401C |

| | | | | | | | | |
|-----|------|------|-------|------|------|-----|-------|-----|
| FRI | MATH | MATH | SPAN. | ELA | ELA | SS | LUNCH | SCI |
| | 401C | 401C | 104 | 401D | 401D | 409 | | 311 |

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: The purpose of professional development is to collaborate (both content and ESL instruction) and plan instruction that support language acquisition and content area academic language growth. We intend to provide teachers with the necessary models of differentiation, scaffolding, language functions and structures in context, and cultural sentivity. The effectiveness of our program is strongly dependent on professional development. Teachers can meet for workshops, planning sessions and collaborative projects. Addionally the middle school math, SS, Science, ELA and ESL teachers meet once a week during a scheduled team meeting as the ELL Inquiry Team. We will be training all these teacher in the SIOP model through several book studies (Making Content Comprehensible for English Language learners The SIOP models, The ESL toolkit, 99 ideas to make Content Comprehensible). We will also utilize the SIOP videos available online through cal.org. Some of our topics will include:

Charlotte Danielson Framework: Sept. 2012

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilites

Common Core Shifts and the Socratic Seminar : Oct. 2012

Text Annotations

Bloom Taxonomy

Writing From Sources Shift

Text Based Answers Shift

Common Core Shifts ELA and Math : Oct/Nov 2012

Text Complexity

Academic Vocabulary

Common Core Considerations for ELLS General Strategies

Focus: Using Hundreds Chart: Oct/Nov 2012

Deep Understanding

Coherence: Creating Connections through Fundamental Skills

The Principles of the SIOP model: Nov/Dec 2012

Creating Language Objectives

Supplementary Materials

Creating Adapted Texts

Part C: Professional Development

Language Acquisition Levels and Behaviors: Dec/Jan 2012-13

ELL Proficiency Level Descriptors

Teaching Academic Vocabulary

Using data to drive instruction (Baseline Assessments,NYSESLAT)

Background Information Links: Jan/Feb. 2013

Teaching Academic Vocabulary Explicitly

Comprehensible Input Analysis

Total Physical Response and Teaching techniques

Strategies and Application: Feb/March 2013

Learning Strategies

Utilizing all modalities in lesson delivery

Scaffolding Reading Skills and Test Preparation

Questioning

Data Analysis: March/April 2013

Utilizing Item Analysis

Grouping with class skills focus.

Creating and Target individual student skill goals.

Reflecting On Practice: May/June 2013

Viewing Student work across grade span using the Common Core .

Learning Walks focusing on Lesson Delivery (content , language objectives supported, student engagement , pacing)

Award Reading will also be providing monthly professional development to the ESL teachers and ELL Inquiry Teams

The teachers who will receive training will be the ESL teachers, and the translator/content teacher and the middle school teachers collaborating with the reduced class program teachers. The teachers will meet for 45-90 minutes a week during their professional development period and department meetings or after school.

The teachers who will give professional development are the ELL Coordinator, Narelys Pagan and our principal .

Part D: Parental Engagement Activities

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: [Parental Involvement](#)

[Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we utilize the translator and the bilingual ESL teachers to communicate in Spanish, French, and Haitian Creole. This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza,Sauti Yetu, to attend, one hour long, monthly, parent workshops or provide resources for the support of Newcomer ELL parents and SIFE students. The following is the schedule of topics for our Parent workshops.](#)

[September 2012 - ESL program OvervieW](#)

[October 2012- ESL program Overview Resources for Parents](#)

[November 2012- Student Language Clubs/Parent Language Clubs/ Resources for Parents](#)

[December 2012- Unidos Parent ESL Classes/ Parent Language Clubs/Translation Resources](#)

[January 2013 - ESL program overview/Unidos Parent ESL classes celebration](#)

[February 2013- Collaborating to Prepare for State Exams](#)

[March 2013- Parent Language Clubs/Collaborating with CBO's/Resources from CBO's](#)

[April 2013- Collaborating with CBO's/Parent Language Clubs/ Socio-Emotional Support Resources for Immigrants](#)

[May 2013- Multiculturalism and Diversity/Parent Resources](#)

[June 2013- Multi-cultural Day/ Summer Programs and Resources](#)

[Additionally, parents are invited to attend our monthly language clubs held by the ELL Coordinator, Guidance Counselor, ESL teachers and Parent Coordinator, once a month. In the language clubs students and parents participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.](#)

[The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information.](#)

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 | | |

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. |
|---|-----------------|---|
| (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 | | |