



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: NEW VENTURE ACADEMY/MIDDLE SCHOOL 219

DBN (i.e. 01M001): 09X219

Principal: DOMINIC A. CIPOLLONE

Principal Email: DCIPIOLL2@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: BEN WAXMAN

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
Dominic A. Cipollone	*Principal or Designee	
JoAnn Sims	*UFT Chapter Leader or Designee	
Ingrid Vilorio	*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>)	
Shane Tate	CBO Representative, if applicable	
Sergio Valdez	Member/ Parent	
Dionisia Diaz	Member/ Parent	
Johanna Poole	Member/ Parent	
Sandra Doster	Member/ UFT	
Khadejah Artemus	Member/ UFT	
Yocasty Diaz	Member/ UFT	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 09X219

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	373	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	8	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	17	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.8%	% Attendance Rate			87.1%
% Free Lunch	91.0%	% Reduced Lunch			4.0%
% Limited English Proficient	24.7%	% Students with Disabilities			22.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			40.6%
% Hispanic or Latino	58.4%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	N/A	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification			31.0%
% Teaching with Fewer Than 3 Years of Experience	21.1%	Average Teacher Absences			9.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.6%	Mathematics Performance at levels 3 & 4			5.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			12.9%
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			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, in teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved.						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work diligently and tirelessly to create a calmer and more respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

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

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

Major Recommendation

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

. Develop consistency in the use of observation tools to promote greater coherence of instructional practices and professional growth.

Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

4. Scheduled time during the school day teacher observation and pre- and post conferences,

Budget and Resource Alignment

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

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

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

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

Major Recommendation

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

Deepen the quality of academic tasks to effectively challenge all students and successfully close the achievement gap.

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

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

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

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

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

1. Data specialist, teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL specialist
5. New teachers, principals, per diem and per session

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Completed data analysis for each student, observation of implementation of monthly professional development 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Minutes of weekly planning sessions detailing planning time 4. Observation of implementation of the LASW protocol during teacher team planning time 5. High attendance of new teachers at voluntary principal meetings
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September to November 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 30 February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Per session for data analysis for after school meeting 2. Per session for after school and per diem for PD coverage 3. Scheduled time during the school day for common planning 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol 5. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Expand the use of data to further develop teaching practices that promote academic rigor and improve student outcomes for all learners.									
Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 10% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

Instructional Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

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

Review Type: QR	Year: 2012	Page Number: 7	HEDI Rating: E
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, the whole school attendance rate will improve by at least 2% as measured in the school's Annual Attendance Report.

Instructional Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them

Review Type:	QR	Year:	2012	Page Number:	7	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

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

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

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

1. Completed Family outreach plan
2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

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

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

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

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	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			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

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

Activities

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

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

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

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

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

1. School principal, assistant principal, teacher ELT planning committee
2. School principal, assistant principal
3. Teachers
4. School principal, assistant principal, teachers
5. School principal, assistant principal, teachers

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

1. At-risk student population

Budget and Resource Alignment

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

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

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

Community Partnerships

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

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

MS 219 partners with Directions for Our Youth, Inc., a non-profit youth service organization that provides quality, holistic youth development activities afterschool year round for MS 219 students. Housed on-site in the Charles R. Drew Educational Complex, DFOY currently serves 140 MS 219 students across its 21st Century Community Learning Center program (NYSED Funded), DFOY STARS and as a part of the community center-style programming of the Beacon MS 219 (NYC DYCD funded) program. Participants in each of these program initiatives receive the following supports and services: academic support such as supper, homework help and small group tutoring with licensed NYCDOE MS 219 teachers; social emotional learning instruction around relationship building, positive decision-making, and self-awareness; recreational activities such as sports, karate and dance; academic enrichment activities such as Video Production, Music Production, Comic Book Publishing,

Mechanical Engineering (TechBridge), Drama; and leadership opportunities like Youth Council. The program works very closely with MS 219 personnel to ensure the greatest amount of alignment with the school's, student and parent engagement initiatives, curricular foci and interventions for MS 219 students in need of academic support or motivation.

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

ELT Program Narrative

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

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

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

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

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

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

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

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

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

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

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

G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Analysis of academic growth of participants

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 Early Morning Intervention Small Group Instruction	Small group One-to-one Tutoring	Before the school day During the school day After School Saturday school
Mathematics	Early Morning Intervention Small Group Instruction	Small group One-to-one Tutoring	Before the school day During the school day After School Saturday school
Science	Small group intervention	Small group One-to-one Tutoring	Before the school day During the school day After School Saturday school
Social Studies	Small group intervention	Small group One-to-one Tutoring	Before the school day During the school day After School Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling, conflict resolution, peer mediation	Individual/Group	During the school day After school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 219
School Name New Venture Academy		

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 Dominic Cipollone	Assistant Principal Ivan De Jesus/ELL Coordinator
Coach Vera Sims	Coach
ESL Teacher Cándida Mulero	Guidance Counselor Natividad Cabrera
Teacher/Subject Area Maria Santos/Bilingual Teacher	Parent
Teacher/Subject Area	Parent Coordinator Reginald Mays
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	370	Total number of ELLs	118	ELLs as share of total student population (%)	31.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	22
SIFE	11	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	35

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	29	4	0	1	1	0	0	0	0	30
Dual Language	0									0
ESL	35	4	1	18	3	4	35	0	11	88
Total	64	8	1	19	4	4	35	0	11	118

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	17						30
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	17	0	0	0	0	0	30

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	18	26					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French							1	2	4					7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	5	2					10
TOTAL	0	0	0	0	0	0	22	25	33	0	0	0	0	80

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)							14	21	14					49

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)							11	8	15					34
Advanced (A)							12	18	5					35
Total	0	0	0	0	0	0	37	47	34	0	0	0	0	118

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	2			20
7	30	1			31
8	21	0			21
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	20	6							26
7	25	8							33
8	12	8	2	1					23
NYSAA Bilingual (SWD)	1								1

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

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

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

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

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

At MS219X the following assessment tools are used:

Fountas and Pinnell leveled books are used for running records and guided reading. Running records are conducted twice a year and guided reading once a week. Running records examine both accuracy and the types of errors students make.

EDPerformance Series (SCANTRON) assesses early literacy for our ELL population, specifically students' reading and language arts through a combination of standards based and computer adaptive diagnostic testing.

ELL Periodic Assessments data is used to determine progress.

Based on the proficiency levels of the students we tailor our program for both ELA and ESL classes. The spring test helps measure the growth our students and informs teaching practices. We administered the fall baseline on October 28, 2013 and we are hoping to use the data used to create a more targeted curriculum to meet the needs of our ELL population.

Running record data provide insights as to how ELLs are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and the accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups and select specific prompting during guided reading instruction. This helps to promote new learning. The goal is to help the ELLs develop a set of reading strategies that will lead them toward independent reading. The teacher will continue to expose ELLs to more readings on a variety of text, thus helping them gain a better understanding of correct oral language structures.

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

LAB-R performance indicates a specifically clear deficiency in the listening modality. This in turn affects the speaking, reading and writing modalities. The students are not meeting the benchmarks for each of the modalities. These deficiency patterns in the listening modality are also seen in the NYSESLAT results.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All of the ELLs tested deficient in the listening benchmark. Only 13 out of the 118 ELLs met the listening benchmark. 14 met the speaking benchmarks. 21 met the reading and 27 met the writing.

It is important to note that in Grade 6, 5 ELLs missed the proficiency level because they did not meet the listening benchmark of 22. They missed it by 2-6 points. One out of the 5 also missed the writing benchmark of 16 by 1 point.

In Grade 7, 5 ELLs also missed the proficiency levels. 2 of these ELLs missed it because they did not meet the listening benchmark of 21 by 2-3 points. One ELL miss the proficiency level because he did not meet the speaking benchmark of 30 by 8 points. Another ELL missed the Reading benchmark of 21 by 3 points and the fifth ELL missed the listening (22)and writing benchmark (16) by 5 and 1 points respectively.

There was one Grade 7 ELL who did meet all the modality benchmarks and should have been identified as proficient.

In Grade 8, 1 ELL missed the proficiency level because he missed the speaking benchmark by 1point.

This preliminary modality analysis indicates that the listening modality benchmark was not reached by most of the ELLs; and affects the results in the speaking, reading and writing modalities. These 11 ELLs can be easily moved to proficient level through targeted instructional planning and delivery that provide them with additional opportunities in listening and speaking.

After sharing and reviewing the patterns, teachers' awareness will heighten to the decision that there will be a focus on the listening modality, since language learning depends on listening. Teachers will conference with ELLs to share their individual

NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance. Instructional practices will mirror the test/instructional modifications that demonstrate how ELLs learn best.

1

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

Grade	Beginner	Intermediate	Advanced	
6	14	11	12	
7	21	8	18	
8	14	15	5	
Total	48	34	35	118

More than half of the ELLs are at the beginner/intermediate levels. Further study into the modality areas that are in need of improvement will drive the instructional planning that will help the ELLS reach proficiency. A look at the modalities in need of improvement for the ELLs who scored at the beginner and intermediate levels will also help them make gains in levels. The listening modality benchmark was not reached by most ELLs; and affects the results in the speaking, reading and writing modalities.

On the ELA 70 ELLs scored Level 1 and 3 on Level 2.

On the NYSESLAT 49 scored beginners, 34 scored intermediate and 35 scored advanced.

The ELE will be administered this Spring. It will give us an indication of how ELLs are progressing and where they are struggling in their native language. Native language instruction teacher support will continue in this effort.

According to the NYSESLAT, 11 of our ELLs are bordering the proficient level. Teacher support will continue in understanding the data analysis and the ESL strategies that will help the ELLs develop the modalities that will lead them to proficiency.

By analyzing the detailed modality information provided by the ELL Periodic Assessment, school leadership and teachers take an in depth look at the ELLs' strengths and weaknesses in English language development. The data will provide the focus for individual and group instruction that will help ELLs make gains in language acquisition. This will be demonstrated on the State language acquisition tests.

The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages. They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.

Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best. If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

ELE results will give a clear picture of ELLs' vocabulary knowledge and understanding of words in context in Spanish. ELE Performance will help predict English reading performance. The reading skills are transferable from Spanish to English. The native

language will also be used to show similarities to the English language.

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

N/A

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

ELLs are taught to recognize cognates and use them to create meaning. Teacher awareness regarding ELL second language development understandings and its impact on ELL learning is key. For example, the importance of providing sufficient response time for ELL students is crucial. When ELLs hear in English, they need to think of the words in their native language to truly process what has been said. They decide on a response in their native language, adapt that response to English, think about the response to make sure that it makes sense, and finally respond. This and other second language understandings will continue to be reviewed and discussed at grade meetings, observation post conferences and professional development.

7. For dual language programs, answer the following:

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

N/A

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

Reviewing and discussing the AMAO criteria helps our school understand how and why our ELLs are progressing or not. Clarity in the progress movement helps determine the next course of action (i.e. planning, teaching practices, support) in order for growth to occur. On going professional development at grade and faculty conferences on ELL data analysis and ESL practices will continue.

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](#).)

Upon registering for the first time, parents are met by the attendance teacher who does the initial intake of information in the parent's native language. Time is taken to discuss home language with the family. The parent is assisted in completing the HLIS form by the attendance teacher and a translator is available to assist in the process. The ESL teacher is notified of the newly admitted student and meets with the parents. The AP reviews the school's procedures for student class placement and schedules a meeting for an in depth parent orientation.

Currently, the LAB-R is administered by the ESL teacher within 10 day of admission. Based on the HLIS, determination as to whether a language other than English is spoken in a student's home is made and the Language Assessment Battery-Revised is administered. This assessment establishes an English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This helps determine eligibility for English language support services. Effective February 1, 2014 the NYSITELL will be the assessment used for the statewide identification of English Language Learners.

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.

A Parent Orientation Meeting is conducted within 10 days of student admission to the school. The parent meeting is held in

the parent’s native language. A video is presented in the parent’s native language explaining the three program choices and the goals of each program. Periodically, there are video pauses, to answer additional questions parents may have. In addition, parent brochures (explaining the ELL programs) in the parents’ native language are also distributed. To accommodate working parents, orientation sessions are held via phone. Parents listen to the video audio. All meetings are documented via parent signature. Phone meetings are identified as such in an outreach log.

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

Parent Surveys and Program Selection forms are completed and collected at the end of the parent orientation meeting. Entitlement letters are distributed via student and mail. A copy is also filed in the office.

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.

Placement Criteria and Procedures to place identified ELL students in bilingual or ESL instructional programs is as follow:

- A. After administering the LAB-R, placement is determined & parent notification in native language is made as follow:
 - o Scores below proficiency on the LAB-R Entitlement Letter
 - o Scores at or above proficiency on the LAB-R Non-Entitlement Letter

Parent letters are submitted via student and mail. Parents are invited to review their child’s progress. Copies are also filed in the office.

B. On Going Progress Assessments

Entitlement/Continued Entitlement for ELLS who have completed one year in an ELL program is determined as follow:

- Scores below proficiency on the NYSESLAT Continued Entitlement Letter
- Scores at or above proficiency on the NYSESLAT Non-Entitlement Letter

Parent letters are submitted via student and mail. Parents are invited to review their child’s progress. Copies are also filed in the office.

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.

A NYSESLAT test memorandum is generated by the assistant principal outlining test dates, Identified ELL students, test modifications, proctors, bilingual glossaries, testing instructions and room assignments for all sections of the exam. The memorandum is reviewed with all participating staff. Student Absentee lists are maintained and dates for students missing test modalities are rescheduled.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is the transitional bilingual program.

Year	Program &	Parent Requests	
2013	TBE	6	
2012	TBE	7	
2011	TBE	6	Dual Lang. 0

Transitional Bilingual and Free Standing English as a Second Language program models are currently offered at our school and aligned with parent requests. The dual language program is not offered. Parents interested in a dual language program are helped in finding schools in the district that offer this program. It is explained that at least 15 students are required to open up a dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])? The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. There are 360 minutes in the school day at MS 219X.

The schedule for the 6th and 7th grade bilingual class will be as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week.

Students who have reached proficiency on the NYSESLAT are offered additional instructional time in extended day and Saturday academies for 2 years. Push-in and pull-out models are used for ESL instruction at MS 219X. These models will continue to be used.

The ESL teacher collaboratively works with ELA teachers during common planning periods. The ESL teacher implements the ELA units and CodeX in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, which include Science, Social Studies and Math, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency levels.

English Language Learners are serviced by a Transitional Bilingual Education (TBE) and a Freestanding English as a Second Language (ESL) programs. The ESL teacher collaboratively works with ELA, Math, Science, Social Studies and Music teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills. The native language speakers are usually placed in a monolingual setting with a teacher who speaks Spanish. Native language speaking students with special needs are placed in the mandated setting according to their IEP.

ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies for example- visuals- graphs, pictures, semantic webbing / mapping, t-charts and venn diagrams-are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level.

The number of ELLs in the 6th, 7th and 8th grade altogether is 118. Spanish is the language spoken by 61 ELLs. 2 Arabic, 7 French and 10 other languages are also spoken. Parents of ELLs are made aware of the services that are available for their children. Families that have recently arrived to the United States usually choose to place their children in the Transitional Bilingual Education program. Other parents have chosen to place their children in monolingual classes, and have opted for a Freestanding English as a Second Language program. Parents are also informed that their children will continue to receive the appropriate mandated services in either program. The students in both the Bilingual Transitional and the Freestanding English as a Second Language Program (ESL) program are serviced towards reaching proficiency in all modalities (speaking, reading, listening and writing) of the NYSELAT.

The ELLs will be tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. Code X for literacy, ELA units of study CMP3 for Math, Achieve 3000), using the SIOP- Sheltered Instruction Observation Protocol and Q-Tel strategies for instructional planning, students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process

- The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing
- Review and analysis of the baseline assessment results, teacher made tests, projects, etc.
- Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, lesson plans that include differentiated activities for grouping.
- Classroom learning centers to facilitate differentiated learning
- Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors
- Spanish language content material in Math, Social Studies and Science are also available when needed. Bilingual glossaries of content area terminology are given to each beginner and intermediate student for use in the monolingual classroom. Laptops are used regularly throughout the school year.

Instruction for Native Language and English Literacy

- Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated questions, summarizing and monitoring comprehension. Students practice with texts that are accessible at their level of language proficiency. If students don't experience successful application of comprehension strategies, they won't try to use them with other texts.
- Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).
- Techniques that Promote Exploration of Prior Knowledge
During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This approach provides information within a short time interval but may be problematic for early stage (0-3 years) learners, who may have problems organizing their thoughts. Asking students to draw a picture can be most helpful. Word association: The teacher selects several key words and asks students what comes to mind when they hear each one. Structured questions: The teacher prepares specific questions and asks them. Responses can begin as yes or no and include more extended discourse.
- Recognition: The teacher prepares several statements and key terms and encourages students to select those, which they recall.
- Unstructured discussion: Students freely generate their own ideas about a word or topic. Teachers also scaffold using consistent, targeted guidance by modeling tasks and language, and by building background knowledge and offering ongoing feedback. The instructional plan can include but is not limited to: Teaching in the native language and English, Team teaching and other classroom support, small class size, tutoring, test accommodations, explicit instruction and balanced literacy models, grouping and cooperative learning strategies, block scheduling, looping Technology to promote multimodal/multi-sensorial learning.

The instructional plan for ELLs with less than three years in US schools is to develop comprehension and basic interpersonal communication skills (BICS). Students in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.

- Instructional strategies for ELLs with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.
- The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulatives, visuals,

journals, hands on projects, choral reading etc.

- The school ensures that ELL-swds receive all services mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

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)?

The instructional plan for ELLs with less than three years in US schools is to develop comprehension and basic interpersonal communication skills (BICS). Students in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLS meet for 180 minutes per week. The instructional plan for advanced ELLS is continued support in language development and comprehension.

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- The school ensures that ELL-swds receive all services mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

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.

At MS 219X the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the Science teacher (of the Bilingual class) provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their Native language skills.

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and Newcomer students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and Newcomers receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly are scaffolded into the lessons to ensure that:

1.a: ESL instruction is delivered through push-in/pull-out in accordance with students mandated minutes for ESL instruction aligned with language proficiency levels.

1b: All content-area classes are heterogeneously grouped and taught by highly qualified content-area teachers who have been trained in ESL and SIOP instructional strategies. ELL students are serviced by a licensed ESL teacher in a push in/pull-out program and are grouped according language proficiency levels.

2. In accordance with part 154, mandated instructional minutes are provided by a licensed ESL teacher. Our ESL teacher uses the NYSESLAT and modality reports to determine the number of minutes in instructional time that each child receives weekly. Beginner and intermediate students receive 360 minutes of ESL instruction weekly. Advance students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. Additionally, native language is supported through books on tape, classroom libraries and students are encouraged to use their native language in discussion with their peers and in some required writing assignments.

3. The ESL teacher and the mainstream teachers use ESL strategies to make sure that the ELL students understand the content that is explained to them. The ESL teacher is using the Key Stones Program, 3D, Mile Stones.
4. All the assessments in our school are completed in English. We also use the Spanish lab to determine the language dominance.
5. In our school ELL students are taught in small groups. When the ESL teacher pushes in she teaches the ELL students in a separate group.

- a. We have 13 SIFE students in our school. The ESL teacher uses different strategies to evaluate their level of understanding in English. She works one to one with them. They are invited to stay after school to get extra support. SIFE students are also invited to attend Saturday academy.

- b. We have 66 students who have been receiving ESL instruction for less than three years. These students still have difficulties in English and the ESL teacher is working with them in groups of two to four students. Since these students will be taking the ELA exam, the ESL teacher is working together with the other ELA teachers to make sure they get the same content. Many teachers have been trained in SIOP model and we are using that model which is very helpful to ELL students. The ESL teacher is also using Keys Learning series from Pearson Education which is very helpful for newcomers.

- c. We have 19 ELL students receiving service 4 to 6 years. These students need help in reading and writing. The ESL teacher is using more advanced reading books like Keystones, Milestones and 3D.

- d. We have 34 students who have been receiving service for more than 6 years. Most of these students have failed to reach the NYSESLAT modality benchmarks in reading and writing. With these students the ESL teacher and other teachers are working together to use scaffolding strategies. They are reading high leveled books. We also are working on better preparing them for the NYSESLAT.

6. For the students of ELL-SWDs we use instructional strategies such as small guided groups, visuals, computers, teen bees, smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule, so that she is able to service all the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

8. The ESL teacher pushes in and works together with the ELA, MATH and other content area teachers to make sure that the ELL students understand the content. The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9. The former ELLs who have become proficient in English are supported with after school and Saturday Academy programs.

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

ELL Periodic assessments are administered during the school year. The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages. They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.

Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best. If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

ELE results give a clear picture of ELLs' vocabulary knowledge and understanding of words in context in Spanish. ELE Performance helps predict English reading performance. The reading skills are transferable from Spanish to English. The native language is also used to show similarities to the English language. ELLs are taught to recognize cognates and use them to create meaning. The ELE exam will be administered in the 2013-2014 school year.

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

ALL Beginner, Intermediate and Advanced level ELLs in grades 6, 7 & 8 demonstrated a clear deficiency in the NYSESLAT listening modality.

After sharing and reviewing the patterns, teachers' awareness heightens to the decision that there will be a focus on the listening modality, since language learning depends on listening. Teachers will conference with ELLs to share their individual NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance.

Instructional practices will mirror the strategies that demonstrate how ELLs learn best.

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).

At MS 219X the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally, the Science teacher (of the Bilingual class) provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their Native language skills.

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and Newcomer students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and Newcomers receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly are scaffolded into the lessons to ensure that the student are

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4. All the assessments in our school are completed in English . We also use the spanish lab to do determine the language dominance.

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6. For the ELLs who are SWDs, we use instructional strategies such as small guided groups, visuals, computers, teen beez, smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule, so that she is able to service all of the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

8 The ESL teacher push – in and work together with the ELA , MATH and other content area teachers to make sure that the ELL students understand the content . The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9. The former ELLS who have become proficient in English are supported with after school and Saturday Academy programs.

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?

As part of making the learning more comprehensible for our students, all of our teachers have been trained in the following techniques: Use gestures and body language to help illustrate language. Speak clearly and pause often. Using repetition of key phrases and teaching students how to restate key ideas in their own words. Teachers are encouraged to write new vocabulary and

key ideas on the board for those who especially need the audio-visual connection. The teachers frequently stop throughout their lessons to check comprehension and ensure learning throughout the lesson allowing students to ask questions and repair any breakdowns in meaning.

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?

We have given the ESL teacher a flexible schedule so he is able to service all of the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

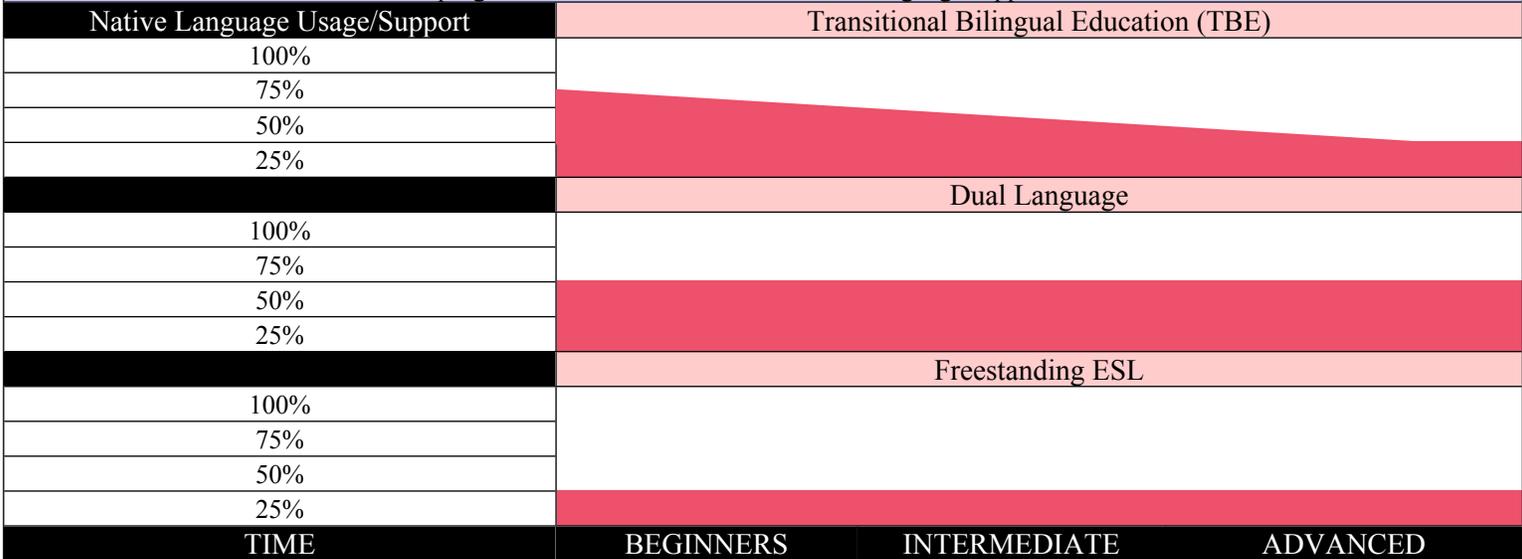
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

After school classes and tutoring in ESL, ELA, Math, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery.

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:00 P.M. to 4:30 P.M. Tuesday, Wednesday and Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking.

We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Our current program can be more effective and is being revisited as to the focus we will make. The NYSESLAT results showed that more than half of our ELLs are at the beginner/intermediate levels. Further intense study into the modalities that are in need of improvement will drive the instructional planning that will help our ELLs reach proficiency. The listening modality benchmark was not reached by most ELLs/ and affects the results in the speaking, reading and writing modalities. 11 ELLs are bordering proficiency. Through careful student grouping based on skills in need of improvement, planning and instructional delivery will take place.

Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is high-interest and relevant to middle and high schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, the ESL teacher helps to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four modalities.

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

For the upcoming school year, a number of improvements are being considered for the ESL regular day and after school programs. For example, the ESL curriculum being developed this year has many content-area aspects, touching upon social studies, mathematics, and science. Achieve 3000 is a part of the ESL curriculum. We are focusing more on project-based learning this year, asking students to master vocabulary, grammar, content, and concepts through critical thinking and inquiry about leveled high-interest readings, using both prior and background knowledge. Students will produce various products using all four modalities of speaking, listening, reading, and writing. Students will compose essays, create PowerPoint presentations, and write on blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia. In addition, we will continue to buy scholastic books to enrich our library. We will also purchase books in the students' native languages.

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

We don't plan to discontinue any of our programs for ELLs.

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

Our ELLs are afforded equal access to all school programs. Intervention Services are provided for all of our English Language Learners. The Extended Day/After-School Program for Beginners and Intermediate ESL students takes place between 3:00 P.M. to 4:30 P.M. Tuesday, Wednesday and Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a

work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. They also participate in all extra-curricular activities and are members of all school clubs. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. MS 219X recognizes that ELLs require specialized materials. The ESL teachers use books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print, so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. The Keys to Learning and Milestones textbook series and A Cultural Reader has an interactive technological component and we also use Achieve 3000, to help students in their language development. We use supplemental materials from Pearson Education company.

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

In our TBE, our ELLs receive instruction from certified teachers using Q-Tel, SIOP and ESL strategies. In our Free-standing ESL program, our ELLs receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive additional native language support through the inclusion of bilingual paraprofessionals in their classroom, if necessary.

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

Our required services support and our resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ESL students are supported through required services in their content area subjects and content area instruction in the classroom by both the ESL teacher and classroom teacher. All ELLs are offered standard-based instruction according to their age and grade level.

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

To assist our ELLs in their transition from elementary school to the middle school and from middle school to high school, MS 219X is considered to hold a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized. In addition, students are assessed, and, using the results of these assessments, students with the lower scores are enrolled in a three-week Extended Summer Program in which they receive intensive instruction in ELA/ESL and Math.

18. What language electives are offered to ELLs?

None at this time.

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)?

Not Applicable

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.

One focus of the ELL PD Program is the development of speaking and listening skills for beginning English learners. All faculty including the SLT are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.

Another focus of the ELL PD Program is the development of writing skills for beginning English learners. Teachers and all pedagogical staff receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Another focus of the ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELLs advanced reading strategies aligned to the common core standards. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Teachers are trained in the use of the SIOP model which contains a language and content objective for every lesson. Teachers have been trained in using Q-Tel strategies in their lessons.

Records are maintained by agenda, sign in sheets with minutes.

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff will be involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. (RBERN) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, , New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL).

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?

At MS 219X, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Assistant Principal, Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities.

Parents of ELLs are oriented to the programs we offer, as well as programs offered by the NYCDOE. They are informed of the ELL policies, as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings.

The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families.

We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We evaluate the needs of parents through surveys and questionnaires in both English and Spanish. We make sure that the activities are based on parental interest gathered from surveys and questionnaires.

This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we'd like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work..

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: MS219x

School DBN: 09x219

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominic Cipollone	Principal		
Ivan DeJesus	Assistant Principal		
Reginald Mays	Parent Coordinator		
Candida Mulero	ESL Teacher		
	Parent		
Maria Santos/Bilingual Teacher	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Natividad Cabrera	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X School Name: 219

Cluster: 05 Network: 534

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

At registration we look at the language spoken by each parent when they complete different required forms:

- Parent Language Surveys asks parents in what language do they prefer written and oral correspondence.
- Student Registration Form through informal interview help us determine the language need of the parents.
- Home Language Identification Surveys(HLIS).
- The Language Allocation Policy(LAP) which contains information about ELL's by grade in each language group.
- The report of the place of birth (RPOB).
- Parent orientations and parents and students surveys.
- Emergency cards-parents' language preference is written on it as well as PTA meetings.

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.

In our school the majority of the students come from Hispanic descent so the language of the majority of the students is Spanish. We also have a few students that speak French and Arabic. Our Assistant Principal and Pupil Personnel Secretary are bilingual, Spanish and English speaking. Teachers are informed of the home language of their students and are provided translators as needed. We provide translators in Spanish and other languages at parent - teacher conferences.

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.

The written translation services that our school provides consist of the following;

- ELL Parent Orientation and Citywide Conferences
- Workshop information.
- Special forms like lunch forms, blue emergency cards, health and school flyers.
- Title III and after school applications.
- Promotion in Doubt Letters./Report Cards
- Promotional Criteria.
- Summer School Forms.
- After School and Saturday Programs.
- Testing information.
- Safety, disciplinary and legal matters.
- High School Information.
- In house translation if necessary.
- All documents distributed to parents and students will be in at least two languages

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

Our Assistant Principal, School Secretary, para-professionals and school aide speak Spanish. They are present and available any time needed. Our staff provides our oral interpretation services. We also use the Phone Messenger for communication. Our PTA and Parent workshops orientations are always communicated in English and Spanish, Administrators and teachers use the above personnel to communicate with the parents during the year for everything.

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>.

In order to fulfill section VII of the Chancellor's Regulations A-663 before opening the school we welcome the parents of the new comers to come to the school and we find out their language needs. During the first two weeks of Septemebr we make sure that every form needed for the parents and students is prepared in English and Spanish. We use the DOE forms available on the internet to communicate in writing with the parents who speak other languages. In our main hallway and main office we have signs in Spanish and English .We encourage the parents and students to use their own language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>New Venture Academy</u>	DBN: <u>09X219</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Waxman</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Rationale

The New Venture Academy Title III Saturday ELL and After School ELL Academies

The Title III funding will be used to provide After School and Saturday supplementary instruction for the 100 ELL students. After reviewing the NYSESLAT data, ELA scores, and Math scores we determine to support most of our students in the area of reading and writing who are currently functioning in the beginning/intermediate and high intermediate/advanced levels.

Schedule and Duration

Our After-School ELL Academy will run from 3:00 – 5:00 Tuesdays and Thursdays. The Saturday Academy will run from 9:00 – 12:00 on Saturday's. They will begin in December and end in May.

After-School:

Start date: December 3rd, 2011 from 3:00 pm- 5:00 pm

Language of Instruction

The language of instruction will be English.

Number and Type of Certified Teachers

We have one licensed bilingual teacher that will work in both of these programs. Also two content area teachers will work in both programs. All instruction will be done in English with native language support if needed.

One supervisor will oversee the programs as there is no other operational program in the building on Saturday.

Types of Materials

To address the linguistic and academic needs of all of our ELL's we have selected the following materials:

- Milestones: is a standard and research based reading and writing series for ELLs.

Teachers will use an embedded assessment plan along with a balanced blend of literature and content area readings. The academic vocabulary instruction, practice, and assessment will prepare our students for classroom success, NYSESLAT and ELA tests.

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

Part C: Professional Development

Begin description here:

Rationale

The Title III professional development program is geared to provide all teachers with ESL training. Teachers will be offered the opportunity to attend ESL conferences, workshops and meetings organized by NYSABE, OELL, CFN 534, PROTRAXX (QTEL) and UFT Teacher Center.

Teachers to Receive Training

All staff members servicing ESL students will receive training and professional development.

Schedule and Duration

The training and professional development will be ongoing throughout the school year. There will be sessions in school during the day, after school, Saturdays, and Winter and Spring Recess.

Topics to be Covered

The school based ongoing professional development plan will provide teachers with ESL training on the following topics:

- ELL Periodic Assessment – How to use the ELL data to drive instruction?
- Best Practices used to Promote Reading and Writing
- Overview of the Milestone Reading and Writing Series
- NYSESLAT data to Target Second Language Acquisition
- RTI for ELLs
- Differentiation of Instruction

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:

Rationale

Our school provides on-going parent workshops and meetings throughout the year. These workshops are presented by our ESL teacher, staff, parent coordinator, and guidance department and designed to address the academic, linguistic and social development of adolescent ELLs.

Schedule and Duration

The workshops will be ongoing throughout the school year. There will be sessions during the day, after school, and Saturdays.

Topics to be Covered

The topics included the following:

- MS 219 Parent Orientation for ELLs ongoing
- Overview of Title III Supplementary Program
- ARIS/ACUITY/Technology
- GED and ESL Classes
- How parents can help their child prepare for the NYSESLAT?
- Parent Information on Middle School Auditions and High School Admission Process
- Middle School Transition

How Parents will be Notified of These Activities

Part D: Parental Engagement Activities

Parents will be notified via phone messenger, email, and hard copies.

Part E: Budget

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

Allocation Amount: \$

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