



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROLAND PATTERSON INTERMEDIATE SCHOOL

DBN (i.e. 01M001): 09X229

Principal: DR. EZRA MATTHIAS

Principal Email: EMATTHI@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: JEAN MCKEON

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
Dr. Ezra Matthias	*Principal	
Veronica Uwanaka	*UFT Chapter Leader	
Terean Wilkins	*PA President or Designated Co-President	
Miosoty Escalante	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Johnson	Member/ Teacher	
William Taylor	Member/ Teacher	
Marilyn Navarro	Member/ Parent	
Rosina Graham	Member/ Parent	
Stacy Ramos	Member/ Parent	
Tiffany Heard	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers in grades 6 to 8 will incorporate consistent practices to align assessment with curriculum and instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to align year long assessments to curricula, especially in English Language Arts and Mathematics using on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Additional assessment practices in English Language Arts will include identifying the gaps that exist in students learning such as students' ability to analyze text, infer from text, pre-plan their writing, use transition words and phrases and write an argumentative response. The areas of underperformance identified from last years New York State Mathematics Exam item analysis include multiplication and division of whole numbers, fractions and decimals and application to 2D & 3D geometric figures. Additional assessment practices for Mathematics will be implemented and the progress data will be analyzed through out the school year.

Instructional Strategies/Activities

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

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

1. Teachers will receive Professional Development on Domain 3 of DFFT, specifically components 3D & 3E.
2. Teachers will plan for and utilize effective assessment practices throughout lessons and units in all content areas.
3. Planning time to analyze student work and identify outcomes and progress.

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

1. Principal, Assistant Principals, Peer Instructional Coaches, Network Coaches, Talent Coach, Teacher Effectiveness Ambassador
2. Teacher team PLCs, Peer Instructional Coaches, Assistant Principals, Network Coaches, Teacher Effectiveness Ambassador
3. Teacher team PLCs, Peer Instructional Coaches, Assistant Principals, Network Coaches, Teacher Effectiveness Ambassador

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

1. Teacher observations and feedback using DFFT Domain 3 components and effective assessment practices
2. Unit and lesson plans which have been revised to include CCLS and curriculum aligned assessments and practices that allow for 'checks for understanding' during a lesson
3. Revisions to lessons to include additional assessment protocols based on identified outcomes.

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

1. November 2013 to June 2014
2. November 2013 to June 2014
3. November 2013 to June 2014

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

1. New Core Curriculum programs, DFFT Domain 3
2. Teacher team PLC planning time for all content areas, faculty/staff meetings
3. Teacher team PLC planning time for all content areas, faculty/staff meetings, Network Professional Development, Weekly Inquiry

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum Nights, Grade Level Parent Meetings, Parent Coordinator Meetings, Parent Association Meetings, Principal Parent Forums targeting Level 1 & 2 students, School Leadership Team Meetings

Budget and Resource Alignment

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

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

1. Andrea Frank Middle School Foundation Grant
2. Academic Personal Behaviors Pilot
3. Arts Achieve Grant
4. PENCIL Transforming Schools Together

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers in grades 6 to 8 will incorporate differentiated teaching strategies to promote critical thinking skills.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to develop teacher pedagogy to incorporate differentiation strategies from a coherent set of beliefs about how students learn best that is informed by the instructional shifts, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Instructional Strategies/Activities

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

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

1. Teachers will receive Professional Development on differentiation strategies and Universal Design for Learning
2. Teachers will plan for differentiation supports for all learners throughout lessons and units in all content areas

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

1. Assistant Principals, Peer Instructional Coaches, Network Coaches, Teacher Effectiveness Ambassador
2. Teacher team PLCs, Peer Instructional Coaches, Assistant Principals, Network Coaches, Teacher Effectiveness Ambassador

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

1. Teachers will receive resources to identify specific differentiation and UDL strategies that they can use for their students
2. Unit and lesson plans which have been revised to include differentiation and UDL practices that meets the needs of all learners

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

1. November 2013 to June 2014
2. November 2013 to June 2014

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

1. New Core Curriculum programs, differentiation toolkit resources, UDL toolkits
2. Teacher team PLC planning time for all content areas, faculty/staff meetings, Professional Development Sessions

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum nights & Grade Level Parent Meetings

Budget and Resource Alignment

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

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

1. Andrea Frank Middle School Foundation Grant

2. Academic Personal Behaviors Pilot
3. Arts Achieve Grant
4. PENCIL Transforming Schools Together

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers in grades 6 to 8 will have revised and developed rigorous curricula and academic tasks across subjects to ensure coherence and alignment to key standards for all content areas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. The school has been utilizing a framework for organizing curriculum, but there is a lack of expertise and content knowledge necessary to effectively develop and revise curriculum.

Instructional Strategies/Activities

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

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

1. Teachers will receive Professional Development on Domain1 of DFFT and integrate CCLS across the curricula.
2. Teachers will plan for engaging, rigorous instruction while adapting the new Core Curriculum programs

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

1. Assistant Principals, Peer Instructional Coaches, Network Coaches, Talent Coach, Teacher Effectiveness Ambassador
2. Teacher team PLCs, Peer Instructional Coaches, Assistant Principals, Network Coaches, Teacher Effectiveness Ambassador

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

1. Teacher observations and feedback using DFFT Domain 1 components and effective planning practices
2. Curriculum maps, units, lesson plans and academic tasks which have been developed through the new Core Curriculum programs and other subject area curricula which are aligned to CCLS and incorporate engaging instruction for all students

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

1. November 2013 to June 2014
2. November 2013 to June 2014

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

1. New Core Curriculum programs, other subject area curricula, additional curriculum resources, technology resources, Collaborative Learning, Inc., mapping and lesson planning templates with structures, DFFT Domain 1
2. Teacher team PLC planning time for all content areas, Weekly Inquiry

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum nights & Grade level parent meetings

Budget and Resource Alignment

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

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

1. Andrea Frank Middle School Foundation Grant

2. Academic Personal Behaviors Pilot
3. Arts Achieve Grant
4. PENCIL Transforming Schools Together

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	The areas of focus are building knowledge through non-fiction and informational text, citing textual evidence and building academic vocabulary.	Small group	Before school, during the day
Mathematics	Area of focus targets building students' fluency with procedural operations using whole numbers, fractions and decimals to support applications and reasoning during problem solving activities.	Small group	Before school, during the day
Science	Crafting well-written introductions and conclusions, organizing reasons and evidence clearly in written tasks	Small group	Before school
Social Studies	Crafting well-written introductions and conclusions, organizing reasons and evidence clearly in written tasks	Small group	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance team will meet with students on an individual or group basis weekly. Incorporate topics such as Time Management Skills, Listening and Organizational Skills, Understanding School Data, Career Planning and Educational Choices, Promotional Criteria, how to get good grades, Communications skills, Emotional Intelligence amongst others. Monitor student attendance and work with attendance team to ensure student attendance is at	One to One, Small group	During the day

	minimum 90%.		
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**Title I Information Page (TIP)
For Schools 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.
<ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and un-qualified teachers. • The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. • Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

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"> • School ensures all conceptionally consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs. • Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.

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.
<ul style="list-style-type: none"> • School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice. • School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction. • School community selected and agreed upon the selection of appropriate multiple assessment measures to be

implemented.

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).

Parent Involvement Policy (PIP)
09X229 – Roland Patterson Intermediate School

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

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 0	Borough Bronx	School Number 229
School Name Dr. Roland N. Patterson		

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 Dr. Ezra Matthias	Assistant Principal Marcia Sobers-Charles
Coach Lisette Torres	Coach Hugh Fletcher
ESL Teacher Lucy Osakwe	Guidance Counselor Ingri Perez
Teacher/Subject Area Kaitlyn Tyrill/ELA	Parent type here
Teacher/Subject Area Derrick Warren/Math	Parent Coordinator Christine Turner
Related Service Provider Jackie Grovesnor	Other Martin Onyebuchi/Math
Network Leader(Only if working with the LAP team)	Other Angel Brown/Special Ed

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	209	Total number of ELLs	43	ELLs as share of total student population (%)	20.57%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	27	0	3	11	0	6	6	0	4	44
Total	27	0	3	11	0	6	6	0	4	44

Number of ELLs who have an alternate placement paraprofessional:

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														0
French														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0						16	16	6					38
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0						1	0	0					1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0						1	2	2					5
TOTAL	0	0	0	0	0	0	18	18	8	0	0	0	0	44

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)							1	9	3					13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	3	1					6
Advanced (A)							15	6	4					25
Total	0	0	0	0	0	0	18	18	8	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	2	0	0	17
7	13	0	0	0	13
8	4	0	0	0	4
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	15								15
7		15							15
8	4	4							8
NYSAA Bilingual (SWD)									0

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

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

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

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

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

We use school wide baseline assessments in all core subjects to assess students' skills. In ELA we administer an assessment which requires students to read text and write an essay citing evidence from the text. We also use Scantron's Performance Series to assess students' reading comprehension and language arts skills. The assessment data provides a Lexile level for both. This year we also reviewed data from the ELA MOSL which was similar in format to our school's baseline. The data from these assessments indicate that more than 90% of our ELLs are performing far below standard in the following areas: inferring from text, writing a focus statement, citing relevant evidence and structuring an essay. Based on this data ELA and ESL teachers are targeting the following skills in reading lessons: analyzing, drawing conclusions and inferring. They are targeting the following in their writing lessons: making a claim, citing strong evidence to support reasoning and the structure of an essay. Social studies and science teachers are incorporating the following Literacy Shifts in their curriculum units: citing text-based answers, writing from sources and building academic vocabulary. We are also revising the order of our curriculum units so our students have greater opportunities to focus on argumentative writing prior to the 2014 New York State assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the 2013 NYSESLAT data, more than 80% of our 6th grader, 33% of our 7th graders and 50% of our 8th graders are advanced. The 2013 ELA and math data is vastly different; 94% and 100% respectively of our ELLs are Level 1s. While more than 56% of our ELLs are closer to proficiency in English, all of them are performing far below the expectation of the Common Core Learning Standards (CCLS) for ELA and math.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2103 NYSESLAT modalities data is not yet available in ARIS or on the RNMR report in ATS

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

The pattern that we've seen across the grades is that all of our ELLs at all proficiency levels are performing far below standard in both ELA and mathematics.

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?
ELA and content area teachers are collaborating with ESL teachers more frequently to plan lessons which include a) language(s) objective, b) relevant vocabulary, c) a background knowledge component, d) appropriate texts and e) translation of resources when needed.

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.).
We measure the success of programs for ELLs using state data including AYP for ELLs, ELA data, NYSESLAT and school level data. We check our Progress Report to determine whether we made AYP for ELA, math and science. We also compare our ELLs performance on the NYSESLAT and the ELA, specifically the performance of our Advanced and recently Proficient ELLs. For the ELLs who are not eligible to take the ELA we compare their progress on schoolwide baseline and midline ELA assessment. In addition to the academic measures, we evaluate our ELLs success by their level of participation in our extra curricular programs.

Many of our ELLs have accelerated their speaking, listening and reading proficiency as a result of assuming primary and secondary roles in our theater arts productions. They have also improved their speaking and listening proficiency by participating in our sports programs with their peers who are native English speakers.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Language Translation and Interpretation unit to have someone communicate with the parent in their native language.
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. Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an English Language Learner (ELL) Parent Orientation Session within the first three days that the student is registered. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session if the orientation does not occur on the first day. Additionally, we use our phone message system or home visits to remind parents of the upcoming meetings or conferences at least a week in advance. During the orientation parents obtain any additional information relevant to ELLs. After viewing the video, which explains the three program options, the ESL teacher reviews the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented if parents still express interest and the following conditions exist: a) there are at least 15 students in a grade speaking the same language or b) there are 15 students across two consecutive grades with the same native language. Once 15 students of the same native language meet the conditions described above the following process will go into effect 1) a letter will be sent to parents, in their native language, informing them that their desired program can be implemented, 2) once 15 parents indicate they are still interested in the program, 3) bilingual staff members are assigned or hired, 4) schedules are prepared for the students and the teachers and 5) a parent orientation will be scheduled before the program begins.

After the initial parent orientation, subsequent meetings are held since our ELLs are admitted at various times throughout the year. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

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].)
To ensure Entitlement letter are distributed to parents we mail a copy and also give one to the student to take home. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given seven days to submit it. Once we receive the completed forms copies are made, the original is placed in the student's cumulative record file and a copy is placed on file with the supervisor of ELLs.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French. A copy of the letter is place in the child's cumulative record file and a copy is placed on file with the supervisor of ELLs. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Program Selection Form is not returned then their child will be automatically identified as a student to be placed in a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class. After new ELLs are assigned to a class, parents are sent a placement letter in his/her native language indicating that their child will receive ESL services. A copy of the Placement letter is put into the student's cumulative record file and a copy is kept on file with the supervisor of ELLs.
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.
As the ELLs continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the administration of the NYSESLAT, there are periodic reviews of the RLER, which is the ATS report indicating the students eligible to take the NYSESLAT. All ELLs who have not achieve proficiency on the previous year's NYSESLAT continue to receive ESL services. At the beginning of the school year, the parents of these student are sent a Continued Entitlement Letter in their native language. Parents continue to receive this letter each year until their child becomes proficient. A copy of this letter is kept on file with the supervisor of ELLs. The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take the test and those students who are no longer eligible. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT when they service the students. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess student individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.
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. 
Within the past few years our Parent Survey and Program selection Forms indicated that more than 95% of our parents requested Free Standing ESL. The parent of our francophone ELL, the remaining African ELL population and the majority of our Spanish ELL population request Free Standing ESL. If the trend shifts for our Spanish ELLs we may implement a Spanish bilingual or

dual language program as well. We will survey parents to identify their program preference for the next school year. The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Our English Language Learners (ELLs) receive Free Standing ESL instruction. The ESL teachers' schedule indicate eight 45-minute periods of push-in or pull-out instruction for the beginners and intermediates and four 45-minute periods of push-in or pull-out instruction for the advanced students. Students are heterogeneously grouped by proficiency levels for instruction. As per the mandated instructional units under CR Part 154, the ESL teachers provide 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes of ESL instruction for advanced ELLs weekly. The advanced students also receive 180 minutes of ELA instruction weekly from a English Language Arts teacher.
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)?

At the end of the school year the administrative team determines which staff members will provide the most effective instruction for our ELLs primarily in ELA and mathematics. The The ESL teachers whose programs are structured so that they are able to pull out or push into the general education and special education classes for the mandated periods of ESL instruction. The The programmer Our general education ELLs are programed for a specific class on each grade. Our ELLs with special needs are programmed for appropriate academic setting at each grade level.
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.

Our ELLs are instructed in English for all content areas with support from the ESL teachers in the ELA and math classes. The ESL and content area teachers use Universal Designs for Learning (UDL) to aid comprehension. In addition, the teachers use Thinking Maps as visual tools to define a topic in context, create analogies, describe, compare/contrast, sequence, classify, and examine whole- to-part relationships. The ESL teachers use the Maps , particularly for our ELLs with special needs, as scaffolding tools for students written and verbal English. The ESL teachers also paraphrase the content, use repetition, engage students in role play and uses kinesthetic activities to aid students' comprehension of abstract concepts and vocabulary. For pull-out instruction, he/she uses resources aligned with the Common Core aligned ELA and math curriculum along with the strategies noted above to aid students' comprehension and vocabulary development in English.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Prior to ordering state assesments for math and science we review the RLER report in ATS to identify students' home language. The largest native language group within our ELL population is our native Spanish speakers; therefore, we order the math and science assessments in Spanish as well as in English. Our Spanish speaking beginners are automatically given the assessments in Spanish. Our ELLs with four to six years have the option of taking the assessments in English or Spanish. Since the assessments are not translated into the other language represented with our ELL population we contact the Language, Translation and Interpretation Unit to request translators during the assessment periods.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use a variety of formative assessments to measure students proficiency in the four modalities. Thers assessments include 1) observing students' use of Accountable Talk stems for partner or group discussions, 2) questioning students, 3) assigning performance tasks and 4) assigning written tasks.
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).

In order to differentiate instruction for our ELLs we analyze the most current student data including the results of the New York

from State English Language Arts (ELA), the NYSESLAT and the LAB-R. In addition to the state assessments we analyze the results from schoolwide baseline assessments in ELA and math and, most recently, the MOSL data for ELA and math. Based on this data students receive instruction using Common Core aligned resources with an emphasis on building academic vocabulary. ELA teachers are also partnered with a teaching artist from LeAp, social studies teachers are partnered with an educator from the New York Historical Society and science teachers are partnered with educators from Urban Advantage. These partnerships are intended to strengthen students' reading comprehension, knowledge of the content and academic vocabulary. The ESL and ELA teacher read aloud from texts, provide opportunities for students to listen to books on tape, provide opportunities for student to engage independent reading and engage students in partner or group discussions to improve students' speaking and listening skills in English.

or Currently we have no SIFE , but our Newcomers receive eight periods of ESL instruction once they are identified as a Beginner Intermediate level student. Depending on their literacy skills in their native language, Newcomers may receive Academic Intervention Services (AIS) two days a week. They participate in our Extended Day program (37 1/2) three days a week in the mornings to improve their listening and speaking skills in English. The Spanish speaking Newcomers also have access to online math program Learnzillion.com. Teachers use visual and audio resources frequently to support students comprehension. ESL and ELA teachers frequently use Thinking Maps to help students transition from communicating in their native language to communicating in English. The Maps allow students to write a word or simple phrases to share their thinking before speaking and writing full sentences in English.

participate in For our ELLs in the 4-6 year range we use Scantron's Performance Series data in addition to state data to determine the students' comprehension level. We also use our school's baseline data and the MOSL data to to determine the ELLs' reading and writing skills in English and their skills in mathematics. ELLs in this category receive AIS for ELA and mathematics and our Extended Day program three days a week. ESL and content area teachers use the Thinking Maps to help ELLs transition from shorter writing pieces to structure essays. These ELLs are also partnered with a more advanced ELLs or a native English speaker for peer support in the classroom.

For our ELLs with more than six years of service, we use our school's data and the MOSL data to determine areas of strength and weaknesses. Since most of our long-term ELLs are proficient in speaking and listening, but not reading and writing, we focus primarily on strengthening their reading and writing skills. ELLs in this category receive AIS for ELA and participate in our Extended Day program three days a week to address close reading strategies and building stamina. These ELLs are partnered with native English speakers for peer support in the classroom. Our Saturday Academy will target writing skills for intermediate and advanced ELLs.

Former ELLs are provided the same scaffolding supports as the long-term ELLs including extended time to complete assessments as needed. ELA teachers will group the former ELLs based on their demonstrated proficiency in speaking , listening, reading and writing in the classroom.

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?

ESL teacher and content teachers use the following strategies 1) teaching relevant vocabulary prior to introducing a new text or new concept, 2) using close reading strategies to help student navigate the text, 3) paraphrasing the text and/or translating the text, using discussion/sentence starters and 4) modeling . They also use supplementary curriculum materials aligned with the specific content to help students build background knowledge including video clips and books on tape.

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?

To ensure that our ELLs with special needs receive their mandated service as per their Individualized Education Plan (IEP), the Related Service providers, the IEP teacher, the ESL teacher and the special education teacher coordinate their schedules so that the students receive the mandated periods for counseling, speech and ESL instruction. Where appropriate, an ELL SWD is mainstreamed for instruction in core content areas.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

The targeted interventions we use for our ELLs are our AIS, Extended Time and Saturday Academy programs. Our ELLs receive Extended Time instruction three days a week before school. The ELLs receiving AIS meet with the provider 2-3 periods a week. ELLs participating in the Saturday Academy will receive 3 hours of instruction in ELA and math.

During our ELA Extended Time program we target listening comprehension and speaking skills for our Newcomers, close reading and building stamina for our ELLs with 4 or more years of service and foundation reading skills for our ELLs with disabilities. In math the focus is on key mathematical practices relevant for grades 6, 7 or 8.

Our AIS program targets academic vocabulary and writing structure for our ELLs with 4-6 years of service and our Long-term ELLs. For our special education ELLs we target foundation reading skills. Our AIS for math targets key mathematical practices and academic vocabulary for our Newcomers, ELLs with 4-6 years of service and our Long-term ELLs. We target foundational math skills for our ELLs with special needs.

Our Saturday Academy will target Common Core aligned reading, writing and math skills for our ELLs with 4 or more years of service who are intermediate or advanced.

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 ESL program is effective in moving our Newcomers and ELLs within the 4-6 year range along the continuum of English proficiency. We fall short in addressing the needs of the ELLs with disabilities who are close to or past the 6 year mark. As a result, we have students who are classified as long-term ELLs. With the introduction of the Literacy Shifts our ESL, ELA and content area teachers are focusing on developing academic vocabulary, citing text-based evidence and writing from sources. We are also using UDL strategies to differentiate instruction based on language and academic needs. We anticipate that our focus this year will result in greater academic and language gains for our ELLs with special needs.

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

Our ELLs are very artistic and have excelled in our arts programs; therefore, we will try to expand our extracurricular activities to include a music program. Content area teachers will also plan field trips specifically for their ELLs.

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

We are no longer using the Achieve 3000 program due to budgetary constraints and we will no longer use the Inside curriculum materials for ELLs since they are not aligned to the Common Core Learning Standards.

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

The supplemental academic services we offer to our ELLs occur before school and during the upcoming Saturday Academy to prevent scheduling conflicts with afterschool activities, which are offered after school. Many of our ELLs participate in the recreational program which includes the art, drama, set design, yoga and baseball. In addition, some of our ELLs participate in dance as an elective course and other participate in the American Composers Orchestra drumming programs as an elective during the day.

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

ELA teachers use the following instructional materials to support ELLs: Thinking Maps, sentence starters, visual Free Writes, Flocabulary activities, computer math games, the Learner's Dictionary (on the iPad), document readers/projector, video clips in Spanish, online tutorials at Learnzillion.com

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

Since Spanish is the primary native language of our ELL population, our native Spanish speaking ELLs have the opportunity to use math, science and social studies curriculum textbooks in Spanish. In addition, teachers translate other texts into Spanish and they create Word Walls which include vocabulary words translated into Spanish.

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

All required support services, particular guidance support is specific to the students based on their grade and age. Our guidance counselors are assigned to a specific grade. The sixth grade counselor focuses on students' acculturation and adjustment to middle school. The eighth grade counselor focuses on student choice, transitioning to high school and specific needs of overaged 8th graders

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.

We are still challenged in planning activities for our Newcomers before they enroll due to the fact that our Newcomers typically enroll after the school year has started. However, our guidance counselors pair Newcomers with a native English speaker or a more advanced ELLs who helps the new student navigate the school building and adjust to the academic and social environment of a middle school. Newcomers are encouraged by staff and their peers to participate in the extracurricular activities. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture.

18. What language electives are offered to ELLs?

At this time we do not offer language electives to our ELLs due to changes in personnel.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Our professional learning sessions for our ELA teachers, special education teachers, content teachers include the following topics:

- a) using data to group students for instruction, b) looking at student work, c) differentiating instruction using UDL strategies d) writing from sources, e) building academic vocabulary, f) using ESL strategies in the content areas g) facilitating student-to student discussion, h) using close reading strategies and i) designing coherent instruction.

Our ESL teachers have the opportunity to participate in professional development sessions focused on a) citing text-based evidence,

- b) building academic vocabulary, c) incorporating UDL strategies , d) using assessing and advancing questions and e) designing coherent instruction.

We will survey the staff to determine who has/has not received Jose P. training. Those staff members who have not been trained will have the opportunity to participate in Jose P. training, at different intervals throughout the year. The staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Office of English Language Learners as well as colleges and universities. A copy of teacher's training documentation i.e.

certificate of attendance, certificate of completion will be kept on file with other professional development documents.

D. Parental Involvement

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

Paste response to questions here:

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: Dr. Roland N. Patterson

School DBN: 09x229

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ezra Matthias	Principal		11/15/13
Marcia Sobers-Charles	Assistant Principal		1/1/01
Christine Turner	Parent Coordinator		1/1/01
Lucy Osakwe	ESL Teacher		1/1/01
	Parent		1/1/01
Derrick Warren/Math	Teacher/Subject Area		1/1/01
Kaitlyn Tyrill/ELA	Teacher/Subject Area		1/1/01
Lissette Torres	Coach		1/1/01
Hugh Fletcher	Coach		1/1/01
Ingri Perez	Guidance Counselor		1/1/01
Jean McKeon	Network Leader		1/1/01
Angel Brown/Special Education	Other <u>Teacher</u>		1/1/01
Martin Onyebuchi /Math	Other <u>Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x229 School Name: Dr. Roland N. Patterson

Cluster: 2 Network: 211

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.

To determine our need for written translation and oral interpretation we generate the ATS report indicating the students' native language, review the Home Language Survey which indicates the language used for written communication as well as oral communication and gauge the number of requests by parents to have someone communicate in their native languages. After reviewing the data we 1) identify staff who speak and/or write the parent's native language and 2) identify the languages for which we will need translation and interpretation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on our current data 86% of our written and oral translation is for parents whose native language is Spanish, 2% is for parents' whose native language is French and 12% is for parents whose native language is Wolof, Hausa, Fulani or Twi. The findings will be shared with staff at the upcoming PD session focused on ELLs.

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.

Staff will be given three to five days to translate written documents from English to Spanish and French before distributing them to parents. In the event there is insufficient time for a staff member to provide written translation, the document will automatically be translated using an online translate site. We will seek assistance from members of the community representing language groups other than French and Spanish for translation and interpretation services. The translator will be given seven days to translate the document. If a member of the community is unavailable to translate the document within the seven days, then we will submit the document to the Language Translation and Interpretation

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

The staff members who speak a parent's native language will be asked to translate for parents during meetings and conferences (over the phone or in-person). For the parents who speak Twi, Fulani, Hausa and Wolof we will ask a member of the parent's community to serve as an interpreter. If that individual is unavailable we will contact the Language, Translation and Interpretation Unit for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All of our ELL parents will receive a copy of the Bill of Parent Rights and Responsibilities in English, Spanish or French. This document includes information on a parent's right to have written translation and interpretation services free of charge. The Bill of Parent Rights and Responsibilities in English, Spanish or French at the main entrance so parents are reminded of the translation and interpretation services available to them. We will also ensure that our Safety Plan includes provisions for parents to have access to translation and interpretation services in order to communicate with school personnel.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Dr. Roland N. Patterson</u>	DBN: <u>09x229</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: The English Language Learners (ELL) population at our school has consistently performed better on the Listening and Speaking section of the New York State English as a Second Language Achievement Test (NYSESLAT) exam than on the Reading and Writing section of the exam. The 2012 NYSESLAT data indicates 64% of our ELLs were Proficient on the Speaking and Listening section, 21% were Proficient on the Reading and Writing section and 21% were Proficient overall. What we've also noticed is that over the past two years nearly all of our students who progressed to the Advanced or Proficient levels were also Level 2s on the 2010 and 2011 state English Language Arts (ELA) exams. Similarly, the Advanced students in our current 6th grade ELL cohort are all Level 2 and one student is a Level 3. There is no direct correlation for our between NYSESLAT and math data. However, 42% of our ELLs performed at Level 2 or better on the 2012 state math exam.

The direct correlation between the NYSESLAT and ELA data indicates we need to target students' reading comprehension skills and writing skills to move our Level 1s to Level 2 and to move our Level 2s to Level 3 and above. Moreover, the demands of the Common Core Learning Standards and the shifts in ELA and math dictate that we focus our attention on close reading, domain specific vocabulary, textual evidence and real world math.

To address our students' needs we intend to implement an ELL Saturday Academy from November to March for a total of 18 sessions. One certified ESL teacher and one math teacher will provide four hours of instruction in English for 28 ELLs in grades 6-8, who are primarily intermediate and advanced students. The teachers will teach two groups--A and B. While group A receives math instruction, group B receives reading/writing instruction. Our goal is to improve our students' performance on the ELA and the NYSESLAT by one level.

We will purchase 28 licenses for Kaplan's Smart Tracker online program. The students will use the Smart Tracker program to improve their reading comprehension skills and math skills. We will allocate towards the cost of hiring a Kaplan consultant to train the two teachers in the use of the program. In addition, the ESL teachers will use NYSESLAT practice materials. We will also allocate for additional Spanish/English dictionaries and French/English dictionaries.

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: As we align our instruction to the Common Core Standard for math, literacy and literacy in the content areas our professional development will focus on a) designing rigorous performance tasks, b) imbedding literacy in the content areas and) strengthening students' vocabulary. We intend to engage in the following professional development activities:

- 1) ESL Study Group: Four content area teachers and the lead ESL teacher will meet for two-hour after school sessions once a week for 10 weeks to discuss and implement effective instructional strategies for ELLs. The group will use the text Teaching English Language Learners Across Content Areas by Judie Haynes which will be purchased with \$90 of Title III funds.
- 2) Professional Learning Communities: ELA and math teachers will analyze ELA and math performance tasks twice a month using the text Looking Together at Student Work by Tina Blythe, David Allen and Barbara Scheffelin. Twelve copies of the text will be purchased with \$244.25 of the Title III funds.

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: Parent engagement has always been a challenge for us as a middle school, particularly when we focus on the engagement of our ELL parents. One way we intend to increase the level of engagement is by empowering ELL parents to take a more active role in their child's education. The administration, staff, the Parent Coordinator, the Parent Association and our community partners will work collaboratively to provide workshops for ELL parents including:

- 1) Homework Help: Tips for ELL Parents
- 2) Common Core Shifts: What ELL Parents Need to Know
- 3) Family Literacy: Improving Stamina and Building Vocabulary
- 4) Real World Math: What Do I Already Know

These workshops will take place on Saturdays or after school for 2-3 hours. Staff members who speak the parent's native language will be available to translate the information presented and to address parents' concerns during each workshop. We have budgeted \$75.75 to cover the cost of workshop materials and refreshments for parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		(

Part E: Budget

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

Allocation Amount: \$11200

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