



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE ACADEMY SCHOOL  
**DBN (i.e. 01M001):** 09X232  
**Principal:** NEIFI ACOSTA  
**Principal Email:** [NACOSTA@SCHOOLS.NYC.GOV](mailto:NACOSTA@SCHOOLS.NYC.GOV)  
**Superintendent:** DOLORES ESPOSITO  
**Network Leader:** BEN WAXMAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Neifi Acosta	*Principal or Designee	
Inez Johnson	*UFT Chapter Leader or Designee	
Tawana Avery	*PA/PTA President or Designated Co-President	
Dorothy Ostuni	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	
	Member/	
	Member/	
Daniele Ippolito	Member/ Teacher	
Benedette LoParo	Member/ Teacher	
Pilar Cruz	Member/ Parent	
Lakeisha Rowe	Member/ Parent	
Idele White	Member/ Parent	
Ivelisse Espinosa	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

**English Language Arts-** Through effective lesson planning and a modified approach to literacy, students will gain fluency in reading and proficiency in writing and make 1+ years progress in ELA performance as measured by Progress Report tools.

### 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.

The identified need that generated this goal is that over the course of 5 years, although adequate progress has been made, the vast majority of the students of MS 232 have not demonstrated proficiency as measured by the NYS ELA Exam, the NYC Progress tools and the State Differentiated Accountability report

### 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. There is a teachers' resource center that is stocked with current professional tools.
2. Teachers have access to this resource center before and after school and throughout the course of the school day.
3. There will be a curriculum committee established comprising of ELA, ELL and Special Education teachers, administrators and other service providers with regular ongoing meetings to review teaching practice that meets the needs of the identified subgroups. There will be a carefully monitored A.I.S. action plan to support those students who require these services.
4. Materials will be ordered specifically geared to create and implement a comprehensive professional development calendar reflective of the State ELA standards and the Common Core State Standards. Responsible persons: administrators and members of the curriculum team
5. The development of small professional learning communities that will meet on a regular basis. All members within the smaller community will have a voice in instructional decision-making.
6. Intensified daily instruction with clear expectations and academically challenging activities and assignments designed with the middle-level student in mind. There will be many opportunities for cooperative learning where students can learn from social interactions.
7. Regular reviews of academic progress made in regards to the implementation of the curriculum in-house for ELA Responsible persons: administrators
8. Building on the already established Principles of Learning of Clear Expectations and Accountable Talk, focused on an academically rigorous curriculum.
9. Differentiated professional development for all staff members.
10. Weekly grade level planning for teachers to reflect on units of work, assessments, and data collection.
11. Develop and adhere to a school-wide protocol for looking at student work and identifying the implications. The literacy department will also take a close look at the curriculum maps on a monthly basis and revise accordingly once student outcomes are analyzed Ongoing training to launch state initiatives.
12. Individualized professional development for new teachers.
13. Creation of lab sites to model best practices
14. Continued use of portfolio system to promote writing within different genres each month.
15. To support the continued development of the teachers, consultants will be brought in to focus specifically on student writing.
16. Teachers will continue their professional development in learning the various approaches involved in talking to students about the data they produce.
17. Ensuring that the baseline, the midline and endline assessments are properly administered and discussed with the students so that they are aware of their progress.

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

1. Administrators
2. Coach/ Teacher Leaders
3. Teachers

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

- Administrators will conduct bi-weekly walkthroughs to assess the effectiveness and impact of each activity.
- Periodic Assessments will be analyze to identify academic areas of strengths and weaknesses. Professional Development sessions will developed to assist teachers in instructing students in areas of deficiencies.

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

1. This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.  
 September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments  
  
 October→ Teachers will assist the students with the development of academic goals  
  
 November→ Students will be made aware of progress made according to the results of ELA Aquity predictive and interim assessment  
  
 December→ Students will participate in small group targeted instruction based on their academic needs according to the data  
  
 January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum  
  
 February → Teachers and students will continue to look at the student generated data and revisit the development of student goals  
  
 March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.

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

- MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.
- MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis.

***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).

- MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.  
 The school will host during and after school workshops for parents explaining the ELA curriculum in grades 6-8 and the activities that they can use to support their children at home.  
 Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.  
 Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.  
 Parents will be regularly communicated to regarding their child's results on all in-house assessments.  
 The school will host an additional Parent/Teacher Conference Night during the spring to keep the parents informed regarding progress made.  
 The school will use robo calls via School Messenger to communicate with parents on a need be basis.  
 The family worker will assess the needs of the parental community to design opportunities for betterment including GED support.  
 The family worker will work closely with the Assistant Principals and provide workshops designed around the literacy units of study.

The family worker and all literacy teachers will work closely together to create opportunities for parents to share in student literacy celebrations

**Budget and Resource Alignment**

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

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

**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.

Improve teacher effectiveness by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence.

**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.

The identified need has been cited based on teacher feedback and the observations of the administrative team. A careful comparison has been made between the aforementioned and student outcomes.

**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. Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
2. Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework
3. Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
4. School administrators will be involved in professional conversations and professional development supported by the Network's Teacher Center initiative that will allow them to better support their teachers in clarifying expectations.
5. Administration will develop an observation protocol that clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.
6. Administration will conduct professional development activities designed to develop a clear and shared understanding of what the effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice Learning Walks, peer reviews, teacher meetings, and "lunch and learns."
7. The Principal will participate in the Network Study Group, which will focus on "staging and phasing" the Danielson work in Network schools.
8. Administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
9. Each teacher will meet with administration to identify teacher specific goal for the 2013-14 school year reviewed at the three cycles described above

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

1. Administrators
2. Network Consultants

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

1. Progress, effectiveness and impact will be evaluated by analyzing the results of the teacher observations.

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

1. Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.

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

1. Teachers will be scheduled for weekly planning 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).

1. MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.
2. The school will host during and after school workshops for parents explaining the ELA curriculum in grades 6-8 and the activities that they can use to support their children at home.
3. Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
4. Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.
5. Parents will be regularly communicated to regarding their child's results on all in-house assessments.

### **Budget and Resource Alignment**

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

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

### **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.

Our goal for the 2013-2014 school year will be to maintain and possibly exceed the Chancellor's attendance standard of 90%.

#### **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.

The school-wide attendance rate continues to be an area of concern for ALL school community members. In an urban middle school, it is typical to see an YTD attendance rate below 90% and over the past two years, we have managed to end each year with a rate above 91%.

#### **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.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. The attendance team will continue to meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator.
2. The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines.
3. The attendance consultant in conjunction with the school administration will provide ongoing professional development to all members of the staff with regards to all facets of attendance.
4. The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year.
5. The school's attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most.
6. The school's attendance committee will monitor attendance on a consistent basis to spot trends in attendance on an individual student, class and grade level.
7. When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families.
8. The school's family workers will supply services, for absenteeism and lateness via calls, letters and home visits in a proactive manner to ensure that

- our overall attendance goal is being met.
9. Our target population will be identified via ATS reports and teacher recommendations. The target population will include students whose attendance has fallen below the Chancellor's standard, excessive lateness and special situations when they arise.
  10. Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: students living in temporary housing, foster care, students who do not reside within district 9 and students who have been suspended to alternative learning centers.
  11. Incentives will be distributed on a weekly, monthly and by the term basis. Official records of student attendance, RISA, will be included in all report card distribution.
  12. Professional development will begin on September 2012 and continue throughout the school year.
  13. The school will develop a comprehensive attendance plan for the 2012-2013 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal.
  14. The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but not limited to the following: certificates, plaques, educational orientated incentives and trips, lunch and dessert parties and special auditorium presentations and events.

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

1. Administrators
2. Family Workers
3. School Aides
4. Teachers
5. Students
6. The attendance team will be responsible for the development of the plan, the collection and dissemination of all data related to attendance and lateness

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

1. ATS reports

**4. Timeline for implementation and completion including start and end dates**

1. September - June

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

1. MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.
2. MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis.

**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).

- MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.

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

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**Goal and Action Plan #4**

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 #4**

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

Students with disabilities and English Language Learners will make a 10% improvement in ELA and Math performance from the previous year as measured by the NYS ELA and Math assessments by June 2014.

**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.

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.

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. A well established team comprised of administration, instructional coaches, key teachers and consultants that take a close look at the student progress of the special education students and ELL students at MS 232 with regards to the data that has been generated. Responsible persons: administrators and members of the curriculum team
2. Through the work this team will identify the root causes related to the academic progress of these students and study the trends to give implications for the instructional program.
3. The identified students will be tracked similar to the work that was done during 2007-08 for the inquiry team. Students will be invited to participate in extended day programs tailored specific to their academic needs. Responsible persons: administrators, math coach, members of the curriculum team, teachers and the students
4. Consultants will provide the teachers with professional development designed for providing these students with scaffolded instruction where as there are multiple entry points for acquiring new learning on a daily basis throughout the school year. Responsible persons: administrators, math coach and consultants
5. The teachers of these students will participate in a case study related to particular students to surmise and assess those students' instructional next steps. These case studies will take place during team planning sessions and will serve as an additional layer of professional development.
6. A consultant from CEI-PEA will work with the teachers of students with disabilities with regards to effectively incorporating technology into the instructional program. This consultant will also work with these teachers on differentiating instruction for special education students, "strategies that work."

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

1. Administrators
2. Teachers
3. Students

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

Administrators will conduct bi-weekly walkthroughs to assess the effectiveness and impact of each activity.  
Periodic Assessments will be analyzed to identify academic areas of strengths and weaknesses.  
Professional Development sessions will developed to assist teachers in instructing students in areas of deficiencies.

**4. Timeline for implementation and completion including start and end dates**

September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments in accordance with the needs of students with disabilities and English Language Learners

October→ Teachers will assist the students with the development of academic goals. Teachers will take a close look at the I.E.P. and how to use the information to enhance the instructional program for the students with disabilities.

November→ Students will be made aware of progress made according to the results of math Aquity interim assessment

December→ Students will participate in small group targeted instruction based on their academic needs according to the data

January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum

February → Teachers and students will continue to look at the student generated data and revisit the development of student goals

March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.

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

1. Teachers of students with disabilities will be allotted common planning time weekly as well as planning time with the administration to discuss the implications diagnosed in the instructional program.
2. The IEP/SETTS teacher will serve as a mentor with designated period built into schedule for co-teaching purposes as well as ensuring that the IEP is being correctly implemented.

***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).

1. MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.
2. The school will host during and after school workshops for parents explaining the Math curriculum in grades 6-8 and the activities that they can use to support their children at home.
3. Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
4. Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.
5. Parents will be regularly communicated to regarding their child's results on all in-house assessments.
6. The school will host an additional Parent/Teacher Conference Night during the spring to keep the parents informed regarding progress made.
7. The school will use robo calls via School Messenger to communicate with parents on a need be basis.
8. The family worker will assess the needs of the parental community to design opportunities for betterment including GED support.
9. The family worker will work closely with the Assistant Principals and provide workshops designed around the mathunits of study.
10. The family worker and all math teachers will work closely together to create opportunities for parents to share in student literacy celebrations

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #5**

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 #5***

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

***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.

**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.

**15. Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

**18. Timeline for implementation and completion including start and end dates**

6.

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

1.

**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).

**Budget and Resource Alignment**

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

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

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings, Skill by Skill lessons	Small Group	During the school day and after school
<b>Mathematics</b>	Skill by Skill lessons, Curriculum based lessons re-teach  Targeted mathematics intervention program from teacher created materials where as each skill/strategy is taught student progress is immediately assessed	Small Group	During the school day and after school
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	counseling for behavior modification, referral for at-risk behaviors	small group, one-on-one sessions	During the school day and after school

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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"> <li>• The entire Administrative Cabinet will interview all prospective candidates.</li> <li>• Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.</li> <li>• Teaching license requirements will be assured and closely monitored.</li> <li>• Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.</li> <li>• Assign teachers accordingly based on their certification.</li> <li>• Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.</li> <li>• Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.</li> </ul>

**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"> <li>• All teachers will have a weekly planning sessions incorporated into their program. The focus of these sessions will be centered on the CCSS</li> <li>• The school will have three staff retreats this year designed on CCSS instructional strategies.</li> <li>• The administration will encourage each teacher to seek out professional development opportunities and use that information to turn-key for their colleagues</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The funds will be used to provide services for the Students in Temporary Housing to ensure that they are not in need of any of the basic necessities associated with school. The funds will also be used for a Violence Prevention Program that will meet once a week with the Guidance Counselor and have a sports component associated with it.

**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.).
N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participate in weekly planning sessions where assessments are collaboratively developed and ensured that they are CCSS aligned in all of the content areas.

**TA Schools Only**

**Use of Program Resources**

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

N/A

***TA Coordination with the Regular Program***

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

N/A

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>9</b>	Borough <b>Bronx</b>	School Number <b>232</b>
School Name <b>Middle School 232</b>		

### 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 <b>Neifi J. Acosta</b>	Assistant Principal <b>Desiree Resto</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Daniel Mejia</b>	Guidance Counselor <b>Carmen Irrizary</b>
Teacher/Subject Area <b>Carmen Marrero/ Bilingual ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Danilo Pena / Bilingual Math</b>	Parent Coordinator <b>Erika Enriquez</b>
Related Service Provider <b>Rosemary Caban</b>	Other <b>Angelica Lagares/ Bil. Coordin</b>
Network Leader(Only if working with the LAP team) <b>Ben Waxman</b>	Other <b>Sharlimet Cuesta/Fam. Worker</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>542</b>	Total number of ELLs	<b>207</b>	ELLs as share of total student population (%)	<b>38.19%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	150	ELL Students with Disabilities	30
SIFE	62	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	25

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	134	54	6	7	1	1	1	0		142
Dual Language										0
ESL	16	3	7	25	1	13	24	1	12	65
Total	150	57	13	32	2	14	25	1	12	207
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### 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							34	48	60					142
SELECT ONE														0
SELECT ONE other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>48</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>142</b>

\*EP=English proficient student

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

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
<b>TOTAL</b>	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							17	19	21					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							3		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3	1					4
<b>TOTAL</b>	0	0	0	0	0	0	20	22	23	0	0	0	0	65

## 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)							19	33	44					96

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							11	18	22					51
Advanced (A)							24	19	17					60
Total	0	0	0	0	0	0	54	70	83	0	0	0	0	207

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							16	19	31				
	I							4	10	15				
	A							16	21	23				
	P							9	10	7				
READING/ WRITING	B							23	21	37				
	I							10	13	21				
	A							11	19	16				
	P							1	4	2				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
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.

Paste response to questions here:

### 1. Assessment Tools to Assess Early Literacy Skills

- The Development Reading Assessment (DRA): Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.
- LAB-R (Language Arts Battery - Revised): This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given only one time, and within 10 days upon admission into the New York State Public School System. It determines the English proficiency in reading, writing, speaking, and listening.
- LAB Spanish : This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine Spanish language proficiency in reading, writing, speaking, and listening. The assessment is administered only one time, and its administered during the same time period as the LAB-R.
- We also assess students with the NYSESLAT as well as Predictive Assessments.

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

Paste response to question here:

### The Data Reveals

- Most of our newcomer students arrive with a beginning level of English proficiency.
- 46% of our ELLs are at a beginning level of English proficiency since most have been in the US for less than a year.
- More students are at beginning and advanced levels of English proficiency in listening and speaking.
- More 6 and 7th grade ELLs are at a proficient level of listening and speaking compared to the 8th grade.
- 33% of 7th graders are at an advanced level of proficiency in reading and writing.
- Only 3% of all ELLs are proficient in reading and writing and 13% in listening and speaking.

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](#))

Paste response to question here: The students in the bilingual classes are administered the reading, writing, and listening portions of the NYSESLAT by a certified teacher. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

Patterns across NYSESLAT modalities affect teachers' instruction because they know the areas of weakness for each child in their class. The information about AMAO is used to see which goals were met according to the NYSESLAT modalities. The AMAO allows the teacher to see the student's individual progress in learning English and attaining English language proficiency throughout the years.

Therefore, they can group students accordingly, differentiate instruction and use teaching strategies that will focus on the use of the modality in which each group scored the lowest.

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

Paste response to questions here:

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

Paste response to question here: MS 232 uses data to guide instruction because students are grouped based on their ELA test levels as well as their LAB-R and NYSESLAT proficiency levels. This way teachers can differentiate instruction within each class and for

each proficiency leveled group. Teachers are able to target specific CCLS and language objectives obtained from the data analysis. The LAB data also allows instructors to see the areas of strength and weaknesses in the child's native language therefore being able to target the areas of weakness in their home language. This way, strengthening their home language skills will allow for them to transfer these skills to the acquisition of the second language.

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

Paste response to question here:

- a. ELA and ESL teachers include language objectives as part of their daily lessons.
- b. During extended day all ELLs use the American Reading Company Common Core Exemplar Pack in conjunction with a leveled Research library which provides both rigor and differentiated instruction.
- c. Curriculum and materials are chosen that allow daily English practice through Reading, Writing, and accountability talks.

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?

Paste response to questions here:

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

Paste response to question here: We have various ways of evaluating the success of our program: checking to see if ELLs have met the AYP and AMAO; did they test out or moved up a proficiency level in the NYSESLAT; did ELLs move up a level and/or scale score in the NYS ELA and Math exams; and did they meet objectives for this school year.

Evaluate the Success of the Program through the use of qualitative and quantitative assessment to check students' learning.

- a) Qualitative assessment: Peer teaching accountable talk (Friday), Think aloud, conferencing, observation, writing pieces, exit slips
- b) Quantitative assessment: Weekly quizzes, monthly tests, Periodic Assessments, NYSESLAT, ELA test

## 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](#).)
- Initial Identification

a.-Screening- Upon enrollment, the Bilingual Coordinator gives the parent or guardian of ELLs a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when ELLs and their parents first arrive. The survey has questions to identify the ELL's home language and preferred language. If the home language is English and student's only language is English then student is not identified as an ELL/LEP. If a language "other than English" is chosen in survey then an informal interview takes place.

-The Bilingual Coordinator, or a certified teacher who speaks the student's home language, determines whether the student is or is not LEP by conducting an informal interview to parents and students in their native language and in English. This interview also serves to make an initial determination of the student's home language. If a language other than English is not identified then he/she is not LEP and should be placed in a monolingual class.

-Initial Assessment- If the student speaks a language other than English and student speaks little or no English then the Language Assessment Battery-Revised (LAB-R) is administered by the Bilingual Coordinator within 10 days of student enrollment. This test assesses the English proficiency in reading, writing, speaking and listening. Students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. If the student language dominance is in Spanish he/she will be placed in a bilingual class. If the student speaks another language then he/she is placed in a monolingual class where he/she will be pulled out by an ESL teacher. After the LAB-R answer documents are hand-scored, the Bilingual Coordinator analyzes the results of the LAB-R and determines whether or not a student qualifies for ESL or bilingual services. The the student is placed in either a bilingual class or a monolingual class where the student will be pulled out for ESL services. If the child scores at or above proficiency level he/she is placed in a general education class and parents are mailed a Non-entitlement letter. The LAB-R answer documents are then submitted for machine scoring on September 27, October 25, November 22, December 19, and January 31. Beginning February 1, 2014, all schools will administer the NYSITELL and the LAB R will no longer be used.

b. Pedagogues Involved in initial screening, administering LAB, and parent orientation

Ms. Angelica Lagares is the Bilingual Coordinator and a certified teacher who administers the LAB-R and/or Spanish LAB within 10 days of initial enrollment if a student has a home language other than English. The initial screening and interview are done by the Bilingual Coordinator if the child's home language is Spanish. The following initial interviews are conducted by Ms. Lagares and translated by these pedagogues: Italian by Ms. Loparo; Twi, Ga, Nzima, and French by Mrs. Yamoah.

c. LEP students are tested annually during the Spring with the NYSESLAT in order to determine their level of English proficiency. If the student scores at the beginning, intermediate or advanced level he/she is still considered an LEP and must continue to receive ELL services. If the student scores a proficient level then he/she is no longer considered an LEP and must enter the general education

program but for two years he/she continues to be eligible for ELL services. The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified teacher. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

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.

Notifying Parents -

During the initial enrollment, parents have a one-to-one meeting with the Bilingual Coordinator, and translator if home language is other than Spanish, where they are informed of the two program choices Transitional Bilingual (Spanish) and Freestanding ESL. Each service option is explained verbally and they are given an ELL Parent Brochure in their home language that furthermore explains both programs offered at the schools. Parents are also informed that the student will be placed in an age appropriate class for no longer than ten days until services are identified. They are explained that the student will be administered the LAB-R within 10 days in order to determine if he/she qualifies for ESL or bilingual services. If their home language is Spanish they are told that their child will receive the Spanish LAB. They are also notified of the upcoming Parent-Orientation session they must attend to in order to choose

After the LAB-R is hand-scored by the Bilingual Coordinator, within one day of taking the exam, the parents are called and notified of their child's eligibility for services, reminded of the service options, and of the Parent-Orientation session that will be conducted within 3 business days of that phone call. An entitlement letter in their home language is sent home via mail and given to the child to hand in to parent. Parent-orientation sessions take place using translated brochures and DVDs that have been provided by the Office of ELLs for parents who speak a language other than English. Since we have 207 ELLs at MS 232 and many more are enrolled throughout the year many times we hold group orientation sessions for the ELL parents.

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

Distribution of forms

Before sending out the entitlement letter in their home language, parents are called and informed that they'll be receiving such document via mail and through child. Then translated entitlement letters are mailed out and given to the child to hand in to the parent. The day of the Parent-Orientation session, the school family worker Mrs. Sharlimet Cuesta or parent coordinator, Erika Enriquez, calls the parent(s) to remind them of the meeting taking place that day. In preparing for the meeting, the Bilingual Coordinators assures that she has obtained all translated departmental materials (DVDs, brochures, Parent Survey and Program Selection form, agenda) by the Translating and Interpretation Unit, including interpretations services if the home language is not spoken by a staff member in house. At the meeting, the Bilingual Coordinator re-explains the program choices offered at MS 232 in Spanish and/or English. If the session being held is for a non-English speaking parent(s), then a translator in parents' home language is made available. They are made aware of the mandated number of units of support for ELLs according to their score in the LAB-R. At this meeting they are also made aware of the two bilingual classes offered per grade, one being Spanish dominant (beginning to low intermediate proficiency) and the other English dominant (high intermediate to advance proficiency). They are shown the parent orientation DVD in their home language, departmental materials are made available in their home language, and they have the opportunity of asking questions regarding the different programs available. They are given the translated parent survey and program selection form which they complete on site and is handed to the Bilingual Coordinator. It is explained that if they don't return this form, their child will be placed in a TBE program as per CRPart 154. If the parent needs to take the form home to discuss it with another person, he/she must be responsible for returning it by the following business day in person.

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.  
Identified ELL students

Once an ELL is identified and their English proficiency level has been determined based on the score obtained on the LAB-R assessment, the ELL parent is informed of their child's eligibility for ELL services through phone conversation, translated entitlement letter, and parent orientation session. At the orientation ELL parents select one of the two program choices offered at MS 232, TBE in Spanish or Freestanding ESL. They are made aware in their home language of the mandated number of units of support for ELLs in general education classes receiving ESL. They are also informed of the two bilingual classes per grade if their choice is TBE. The explanation of program choices offered as well as translated departmental materials are provided in the ELL parents home language.

-TBE- If the ELLs home language is Spanish and the parent's program choice in the selection form is TBE, the child is either placed in one of two bilingual classes. There are seven bilingual classes: two per grade 6-8 and one bridge 7-8 grade special education bilingual. If the ELL scores at a beginning to low intermediate English proficiency level in the LAB-R he/she will be placed in the bilingual class at his grade level with students at the same or similar English proficiency level. This we refer to as our Spanish dominant bilingual classes. If the ELL scores at a high intermediate to advanced proficiency level in the LAB-R then this child will be placed in the bilingual class at their grade level with students of same or similar English proficiency level. This we refer to as our English dominant bilingual classes. If a 7 or 8th grade ELL has been evaluated, identified as learning disabled, and their IEP indicates they need to be in a bilingual special education class, they are placed in the bridge 7-8 grade bilingual special education class. If the ELL identified as learning disabled is in the 6th grade and requires a special education bilingual class as per their IEP, the parent is referred to a school that offers the services needed since we are unable to provide them.

- ESL Pull-out Program- If the ELL parent's program choice in the selection form is Freestanding ESL, the child is placed in a general education class with ESL instruction as mandated under CR Part 154. Students spend part of the school day in a mainstream classroom where they receive all academic instruction in English with ESL methodologies used in the content areas. ESL students are pulled out for a portion of each day by a full-time licensed ESL teacher, Mr. Daniel Mejia, in order to receive small group instruction (6-9 ELLs) in English as a second language. The amount of time ESL students receive ESL-pull out instruction varies according to their level of English proficiency. The pull-out program also serves to reinforce the curriculum of the classroom teacher(s). The mandated number of units of support for ELLs depends on the English proficiency level scored in the LAB-R assessment. If the child is at a beginning or intermediate levels of English proficiency as per the LAB-R assessment, the ELLs must receive 360 minutes per week of ESL instruction by a certified ESL teacher. If the child is at an advanced level of English proficiency as per LAB-R assessment, the ELLs must receive 180 minutes per week of ESL instruction by a certified ESL teacher. The certified teacher pulls out a small group of 6-9 ELLs in order to teach them the necessary ESL skills to succeed in the classroom and enhance their English language proficiency.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

Paste response to question here: A testing schedule is created for the months of April and May. ELLs eligible for NYSESLAT testing are obtaining from the RLER and RLAT ATS reports. All teachers are provided with the schedule of testing dates and times for each grade level as well as a list of eligible ELLs that are to be pulled out of class for each component of the test.

The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified bilingual teacher in their classroom. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. They are tested by the ESL teachers, Mr. Daniel Mejia and Ms. Angelica Lagares. The speaking portion for all ELLs is done by the Bilingual Coordinator, Ms. Angelica Lagares (who is a certified ESL teacher), and a certified bilingual teacher, Ms. Carmen Marrero. The reading, writing, and listening are done on different dates.

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. 
- Trend in program choices

After reviewing the Parent Survey and Program Selection forms for the past five years, the trend in program choices that parents have selected has changed throughout the years. More parents whose home language was Spanish selected to have their child in bilingual classes since we offer two classes per grade. Due to the ELL population surge, we had to create a bridge bilingual special education class. As a result of such an increase in parent choice, during the last four years the average bilingual class size has increased from 15 students to 30 students. This year alone, 69% of parents whose home language was Spanish selected to have their child in a TBE program. The graph below indicates the increase of ELLs in the last 5 (excluding 2012-2013) years as well as the increase of ELL parents whose home language was Spanish that selected the TBE as the program of choice.

Year	# of ELLs	% of ELL Parents whose home language was Spanish selected TBE program
2013-2014	207	69%
2011-2012	228	70%
2010-2011	185	62%
2009-2010	128	59%
2008-2009	130	59%

# 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])?

Paste response to questions here:

#### Delivery of Instruction

a. What are the organizational models? Departmentalized Transitional Bilingual Program (TBE), Push-In(Co-teaching), Collaborative, and Pull-out ESL.

b. What are the program models?

-The TBE program has a block model. Each class travels together as a group. The three Spanish dominant Bilingual classes (620, 720, 722, and 820) are heterogeneously grouped since they are composed of students at different beginning and intermediate English language proficiency levels. The other three English dominant bilingual classes (621, 721, and 821) are also heterogeneously grouped since the students are at different intermediate and advanced levels of English proficiency. The bridge bilingual special education class is a heterogeneous group made up of only 6-7 grade bilingual special education students.

-The ESL pull-out program is designed so that students are grouped homogeneously according to their proficiency level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:-

#### -Delivery of ESL

ELLs in the heterogeneous TBE classes (620, 720, 722, and 820) receive the mandated ESL units in two different ways. ESL is incorporated within the content areas and they also receive 360 minutes of ESL (2 periods each day) by certified bilingual teachers. They also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL strategies and methodologies. ELLs in the homogenous TBE classes (621, 721 and 821) receive the mandated ESL units through the content areas as well as part of their literacy 90 minute block. They also have ESL/ELA libraries in their classroom and in the school library.

ELLs in the mainstream classes are scheduled to be pulled-out for ESL services according to their proficiency level. The number of periods they are pulled-out depends on their English proficiency level as indicated in Chart below. Those at a beginning and intermediate level are pulled out eight periods, or 360 minutes, a week by a certified ESL teacher. Those at an advanced level are pulled out four periods, or 180 minutes, a week by a certified ESL teacher. The beginning and intermediate level ELLs participate in an after-school program where they use the ELLIS English Language Computer Software Program that gives them the opportunity to use reading, listening, writing, and speaking strategies as they perform different language acquisition tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

#### -Delivery of ELA

ELLs in the heterogenous TBE classes (621, 721 and 821) are mandated to receive 180 minutes of ELA each week because the majority are at an advanced level of English proficiency. These English dominant ELLs receive two periods, or a 90 minute block, of ELA from certified bilingual teachers who incorporate ESL strategies in their lessons.. These ELLs also attend an ELA

after-school program twice a week, two hours each day, that incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the heterogenous TBE classes (620, 720, 722, and 820) receive a combination of ELA and ESL during their daily 90 minute ESL block. These students are at beginning to intermediate levels of English proficiency. ELA is taught by certified bilingual teachers who incorporate ESL strategies in their lessons. They also attend an after-school program twice a week, two hours each day, were they are thought ELA using ESL methodologies as well as our Saturday Academy 8-12pm.

The mainstreamed ELLs at an advanced level of English proficiency receive the same daily 90 minute block from a certified English teacher. Those at the beginning and intermediate levels receive daily a period, or 45 minutes, of ELA from a certified teacher. They are pulled-out eight periods a week to receive ESL services. Those at an advanced level are pulled out four periods a week for ESL services. During their literacy block there's a teacher that pushes-in or co-teaches one of the periods in order to have extra support in the classroom. Some co-teachers work with a designated group of ELLs on the assignment given by the literacy teacher. If the ELL students are at a beginning or low intermediate level, the co-teacher will pull-out the ELLs for small group instruction. All classrooms have English libraries at different levels of English proficiency. They have access to the extensive school library and computer lab as well. These ELLs also attend an ELA after-school program twice a week, two hours each day and our Saturday Academy from 8-12pm.

The majority of our ELL population take part in the Extended Day-Basic Skills in Reading and Math Program. This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays, and Thursdays in order to provide all our students, specially newcomers, with the basic skills necessary in order to perform at grade level. ELLs in Freestanding ESL program receive instruction in English with ESL methodologies. ELLs in TBE English dominant classes (621, 721, and 821) receive instruction in English with ESL methodologies while ELLs in TBE Spanish dominant classes (620, 720, 722, and 820) receive instruction in Spanish. Some ELLs are unable to participate in the extended day-basic skills program because during these 50 minutes at the end of the school day they are pulled out for ESL services by the ESL teacher.

#### -Delivery of NLA

All ELLs in TBE are mandated to receive NLA units of support each week. These services are provided by licensed Spanish teachers. All classes receive at least one period of NLA per day. The Spanish dominant classes (620, 720, 722, and 820) get a 90 minute NLA block since they are at a beginning to low intermediate level of English proficiency. The English dominant classes (621, 721, and 821) receive daily 45 minutes of NLA instruction. Bilingual classes also have Spanish classroom libraries at different levels and can use the school library which has an extensive Spanish library.

Newcomer and SIFE ELLs who scored below level in the Spanish LAB and have limited literacy proficiency in their home language participate in an After-school Spanish Literacy program once a week (Fridays) for two hours. This instruction is delivered by a certified Spanish teacher.

Mainstreamed ELLs are in classes with students or teachers who speak their home language. When they are pulled out for ESL services they have the opportunity of communicating with ELL peers who speak the same language. Also, during gym, lunch, recess, sports programs, after-school programs, and trips they are able to use their home language with peers. We are currently working on ways to incorporate the non-Spanish speaking ELLs home languages into our curriculum. We have added many stories from different African cultures into our ELA curriculum. Also, in an attempt to incorporate our eight African ELLs native languages and cultures we have added an African Myths, Folk Tales, Fables, and Legends unit of study during the month of December.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

#### -Delivery of Mathematics

In both TBE and Freestanding ESL program students receive a daily 90 minute block of mathematics.

ELLs in the English dominant TBE classes (621, 721 and 821) receive two periods, or a 90 minute block, of mathematics in English by certified bilingual teachers who incorporate ESL strategies in their lessons. These ELLs also attend a mathematics after-school program twice a week, two hours each day, which incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the Spanish dominant TBE classes (620, 720, 722, and 820) receive their daily 90 minute mathematics block in Spanish by certified bilingual teachers who incorporate ESL strategies in their lessons. The teacher incorporates the mathematics vocabulary in English so students can gain new math vocabulary. These students are at beginning to intermediate levels of English proficiency. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in Freestanding ESL Program receive the same daily 90 minute block from a certified mathematics teacher. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

#### -Delivery of Science

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of science instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the science vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of science instruction by certified teachers. They receive instruction in English.

#### -Delivery of Social Studies

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of social studies instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the social studies vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of social studies instruction by certified teachers. They receive instruction in English.

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

Paste response to question here:

Evaluation in their Native Language

Formative assessments

Peer Teaching Accountable Talk (PTAT): PTAT takes place every Friday throughout the content areas including NLA in the seven bilingual classes. At the beginning of the school year, the teacher creates the norms and skills of accountable talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. As students communicate with one another in their native language, they inevitably assume leadership roles, acquire conflict-managing skills, and discuss and clarify concepts learned; this process enhances their learning outcomes. They must learn from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. Groups of 4-6 students are given a Spanish language arts assignment based on skills and ideas that were thought that week. They hold a student led conference, consider the issues, teach each other, and debate in order to reach an answer that is agreeable and

understood by all members of the group. Each member has a role to follow in order to assure all students participate. PTAT serves to prepare students for their weekly NLA quizzes.

Weekly NLA Quiz: Every Monday, bilingual students take a Native Language Arts quiz in order to assess the skills, ideas and knowledge taught the previous week.

Monthly NLA Essays (writing piece): Every month bilingual students must produce a Spanish essay in a different genre. Following the NLA curriculum, students are prepared throughout the month in order to produce one writing piece during the reading workshop.

Student Conferencing: This is a one-on-one bilingual student and NLA teacher communication to discuss a current or recent assignment. The ultimate goal is to help the bilingual student and the entire classroom of ELLs to improve. The conferences serve to discuss NLA assignment expectations and how well the student is doing in meeting these. This facilitates learning because students can ask questions in a private manner, it allows them to see and correct their own errors, and it gives ELLs personalized instruction to improve.

Observation: The NLA teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

NLA Portfolios- A writing and assessment portfolio is used to create a record of bilingual student's growth in Spanish literacy. The teacher collects evidence of a student's progress in developing writing skills.

The Development Reading Assessment (DRA): Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.

Writers Notebooks, Assessment folders, and Writing Folders.

#### -Summative Assessments

El Examen de Lectura en Español (ELE): All bilingual take the ELE. The ELE tests students' Spanish vocabulary knowledge and ability to understand words in context by asking them to fill in missing words in paragraphs. The information from the ELE is used to identify students who need extra help in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction.

Monthly NLA Unit Test: At the end of each month, bilingual students take a NLA exam that comprises the skills, ideas, and knowledge learned in Spanish throughout the entire month.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: Differentiated Instruction for ELLs

a. Plan for SIFE

Frequent one-to-one conferences - with classroom, cluster, and ESL teachers.

Frequent opportunities - for small group sharing to encourage speaking with peers in English.

ELLIS English Learning Computer Software Program - It is a research-based interactive computer program which teaches the students English while providing primary language instructions as needed. They are able to read, write, listen, and record themselves as they perform different tasks.

After-school Spanish Literacy Academy: Students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, once a week (Fridays), and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Academic Intervention Services (AIS) in NL Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of limited English proficient students.

Saturday Academy: On Saturdays for a period of two hours, SIFE ELLs receive instruction in native language basic skills and ESL.

b. Plan for ELLs in U.S. schools less than 3 years

ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software described above while the rest of the ELLs receive ELA instruction with ESL methodologies. On Monday and Wednesday ELLs receive instruction in mathematics.

Bilingual AIS: This program was designed for bilingual students who, as of April 1, 2012, have been enrolled in school in United States for one year or more and are taking the ELA examination.

Saturday Academy: On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software. This ESL computer program lets them learn the language through reading, listening, writing, and speaking.

c. Plan for ELLs receiving service 4-6 yrs

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

ELLs receiving service 4-6 years who are in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes per week according to the level of English

proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

d. Plan for Long-term ELLs (in NYC school six years or more)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ESL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

e. Plan for former ELLs

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities using ESL strategies.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient that will be taking the ELA exam.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide former ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: ELL-SWD are taught using the following:

- a. smartboards in every classroom
- b. American Reading Company Exemplar Texts at grade level and slightly above. Multitiered lessons designed to ensure every student, including SWD and beginning ELLs.
- c. CCLS Code X according to grade level
- d. Ready New York CCLS
- e. AIS (academic intervention services) - Finish Line Comprehension skills
- d. After-school program- Common Core Clinics by grade level
- e. Holt United States History (7-8) with Interactive reader (also available in Spanish/English) and study guide
- f. ESL-Heinle Picture Dictionary with Audio CD and workbook
- g. ESL- Keys to Learning (Beginners); Shining Star (Intermediate) ; Visions level Intro, A, B, and C
- h. Computer lab- accessible for use of ELLIS interactive computer program for ELLs

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

All Bilingual students are in isolation for the majority of the school day. All content area is taught in isolation while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school and Saturday sports programs, dances, Senior Class Committee, and Student Government. By mainstreaming our bilingual students for a portion of the day they have the flexibility of making connections with English speakers in order to increase their English language development.

ELLs in the ESL program, are mainstreamed for most content areas and all extracurricular activities. Only the ESL lessons are taught in isolation from the mainstream since they are pulled-out for these services. By mainstreaming our ELLs for the entire day or a portion of the day, they gain a better understanding of the world around them, and become a part of the “regular” community.

Our ELL-SWD are either in a self-contained, CTT, or mainstream class. ELL-SWD in the self-contained classroom, as per their IEP, have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. But they also have the opportunity of sharing part of the school day with the general population. All content area is taught in the special education class by special education teachers while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school and Saturday sports programs, dances, Senior Class Committee, and Student Government. Only ESL and speech, as per IEP, are taught in isolation from the mainstream since they are pulled-out for these services.

ELL-SWD in the CTT and general education classroom, as per IEP, are mainstreamed for most content areas and all extracurricular activities. As per IEP, Special Education Teacher Support Services (SETSS), Speech Services, and ESL are taught in isolation from the mainstream since they are pulled-out for these services.

Teachers create a buddy system for all newcomer or recently admitted ELLs where an ELL is paired with an English speaking student. This eases isolation and helps an English language learner adjust to his/her new classroom and school. The teachers use pair and trio work where one child speaks the English language learner’s mother tongue and is more proficient in English. They also take part in small group instruction that allows for more student-teacher interaction as well as opportunities for students to become much more involved in the general education classroom. We have added many stories from different African and Hispanic cultures into our ELA curriculum. Also, in an attempt to incorporate our seven African ELLs native languages and cultures we have incorporated a African Myths, Folk Tales, Fables, and Legends into our units of study.

**Courses Taught in Languages Other than English **

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

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

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

Class/Content Area	Language(s) of Instruction

### Courses Taught in Languages Other than English ⓘ

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

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


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

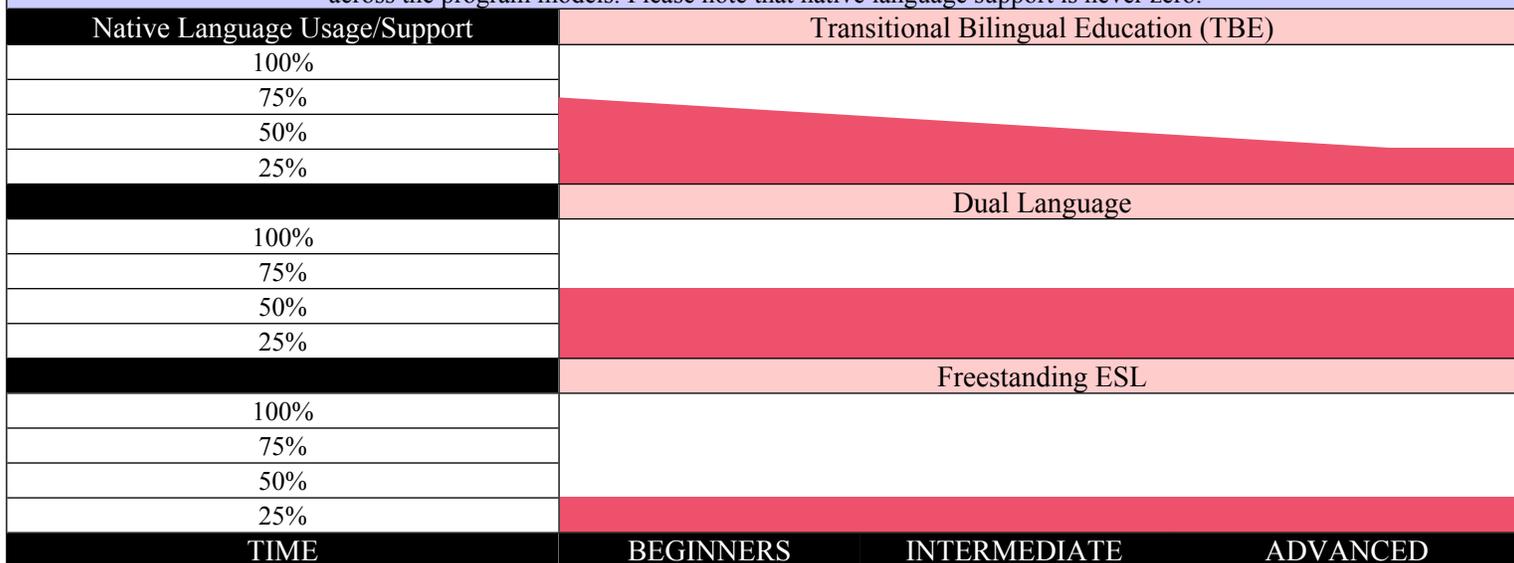
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to question here: 8. The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

Science and Social Studies are incorporated into the Literacy and ESL curriculum. In addition, the social studies and science teachers incorporate the Literacy CCLS to Social Studies and Science. This requires the incorporation of more nonfiction reading into literacy. ELL students: answer open-ended questions that require text citations to support their claims, Identify key steps in a text's description of a process related to history or science, Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes, and Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Content area is also taught through the use of interactive readers, science and social studies videos. Most importantly, ELLs benefit from access to real science lab equipment and experiments.

-SIFE and ELLs (0-3 years):

Extended Day -Basic Skills in Reading and Math: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels. On Monday and Wednesday ELLs receive instruction in mathematics.

ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

Saturday Academy (Math and Literacy): On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The

remaining two hours, ELL receive instruction in mathematics using ESL methodologies and incorporating basic math skills.

ELLs (4-6 years) and long term ELLs (completed 6 years):

Academic Intervention Services (AIS) in Reading and Math: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs in Literacy and Mathematics.

Golden Opportunity (Monday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Students meet four times a week for two hours each session. On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. ELLs receive instruction in English with ESL methodologies.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school. ELLs receive instruction in English with ESL methodologies.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy and mathematics, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long-term ELLs (6 years +)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA and math exams.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy and math, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ESL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

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

Paste response to question here: Our current programs are highly effective since most of our ELLs arrive with a beginning level of English proficiency and by the end of every school year, they have improved their ability to write, speak, and comprehend material in English. Regardless of their English proficiency, all ELLs are taught the same content throughout the grade levels with ESL strategies incorporated into the lessons by their teachers. Peer Teaching Accountable Talk (PTAT) allows ELLs throughout all subjects to work with peer-groups on Fridays, going over the material learned Monday-Thursday. This allows them to better understand the skills instructed during the week since peers are able to explain what their group members didn't understand. In

addition, this prepares them to pass their weekly quizzes on Mondays. If students underperform in quizzes, then teachers reteach using different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction and PTAT. The Academic Intervention Program (AIS), after-school programs, and Saturday academy program also serve to meet the language needs of ELLs. Students learning English have the opportunities to learn advanced skills in comprehension, reasoning, and composition and have access to instruction that integrates basic skill development with higher order thinking and problem solving in all content areas.

Our programs are designed as intervention to create general education support systems for struggling English learners as a way to improve academic performance.

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

Paste response to question here: The opening of another 8<sup>th</sup> grade bilingual class since that is the largest group of bilinguals.

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

Paste response to question here: No programs/services will be discontinued.

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

Paste response to question here: ELLs are able to participate in all school programs.

Describe after school and supplemental services offered to ELLs in your building.

Some of our after-school programs targeted to ELLs are funded by Title III. The Title III After School instructional program begins on October 1, 2013 and ends late April 2014. There will be 2 professional development sessions for the teachers of the program. The goal of the ELL After School Programs and Saturday Academy is to provide intensive after school instruction in English language development – listening, reading, writing, and speaking skills. There are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade extended day classes. Another goal is to prepare students for standardized tests. The participants consist of ELL students in the Beginning, Intermediate, and Advanced proficient levels. Additionally there are newly proficient students who are getting two years of support in order to continue their literacy development.

Goals:

The specific goals of the instructional programs are:

- To increase reading and writing skills through phonemic awareness, vocabulary development, reading comprehension, and fluency.
- To enable students to develop academic language skills in Math, Social Studies and Science.
- To increase knowledge in core curriculum areas of Social studies, Science, and Mathematics.
- To strengthen basic Mathematical skills.
- To strengthen basic Spanish skills.
- To enable ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education
- To provide cross-cultural experiences and gain a better understanding of the world around them.

After-school programs and Supplemental Services :

Basic Skills in Reading and Math: This program is implemented during the school day from 2:20 PM to 3:10 PM on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) and those performing at a low native language proficiency level take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish. Classes meet once a week on Fridays from 2:20 PM to 4:20 PM.

Saturday Academy: Classes meet once a week on Saturdays from 8:30 AM to 12:00 PM. For a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The rest of the time students receive mathematics instruction.

Saturday sports Program: Classes meet once a week on Saturdays from 8:30 AM to 12:00 PM while 8th graders attend from 12:30 PM to 2:30 PM. Bilingual students attend the Saturday Academy in the mornings therefore they must participate in the afternoon sports program session.

Sports Program: Classes meet two days a week on Mondays from 4:20 PM to 5:30 PM and Wednesdays from 5:10 PM to 6:30 PM. This program is for students who participate in the after-school program who can spend the time at the gym practicing sports.

Golden Opportunity (Monday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Classes meet four times a week from 3:10PM to 5:10 PM for two hours each session (on Mondays they meet from 2:20 PM to 4:20). On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. Newcomer bilingual students receive ESL instruction instead of ELA. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

ESL nontraditional Summer Program (Monday-Thursday): In addition to these interventions an ELL Summer Program was implemented for ELLs who have been in the country for less than two years. Classes meet four days a week from July 5 to Early August. This program was developed to assist newly enrolled ELL students before the beginning of the school year. The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS English learning computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

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

Paste response to question here:Instructional Materials Used

ESL teachers follow an ESL curriculum and have various supplemental materials. All bilingual/ESL classes have ESL classroom libraries that range in proficiency levels. Teachers use manipulatives, audio-visual equipment, ELL computer software, ELA computer software - Writing Matters, smart boards, and plenty of visuals to stimulate learning. ELLs are taken on many trips in order to familiarize them with the different aspects of American (U.S.) culture. ELLs are supported through the use of the following instructional materials:

- a. Technology Used- ELLIS English Learning Computer Software, smartboards in every classroom, computer laboratory, 3 laptop carts, 4-5 computers per classroom, Heinle Picture Dictionary with CD-ROM, audio books

b. Look below for materials used in the content areas including NLA

ELLs (0-3 years) : ELA (same for NLA in TBE) and Math curriculum implemented school wide  
ESL: Textbooks, workbooks and audio CDs available for-Keys to Learning (newcomer) and Shining Star (intro); Visions B; Common Core Code X; Ready New York CCLS

The Heinle Picture Dictionary (textbook and workbook) with CD-ROM  
Kaplan Focus on Reading; The Basic Oxford Picture Dictionary; ESL classroom libraries; Spanish-English dictionaries

Native Language Arts: Encuentros (introduccion and primer curso); Tu Mundo; Spanish classroom libraries at different levels

Technology: ELLIS Computer Software Program; smartboards in all classrooms; computers in each classroom; laptop carts; Writing

All mathematics, science and social studies textbooks, workbooks and visuals are available in English and Spanish  
Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade United States History

ELLs (4-6 years) and Long term ELLs (completed 6 years): ELA (same for NLA in TBE) and Math curriculum implemented school wide.

ELA: Common Core Code X; Ready New York CCLS; Kaplan Focus on Reading; ESL High Point; ELA/ESL classroom libraries at different levels; Longman Keystone (workbook and textbook)

Native Language Arts: Encuentros (segundo curso); Nuestro Mundo (segundo mundo); Spanish classroom libraries at different levels

Technology: Smartboards in all classrooms; computers in each classroom; laptop carts; computer laboratory; use of audio books;

All mathematics, science and social studies textbooks, workbooks and visuals are in English.

Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook;

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade United States History

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Paste response to question here:

Native Language Support

-TBE

The Spanish dominant TBE classes (620, 720, 722, and 820) adhere to the Language Allocation Policy (LAP) as mandated by

CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 45 minutes per day of Native Language Arts weekly.

All content area textbooks and workbooks (Math, Science and Social Studies) are available in Spanish and English. Spanish dominant bilingual classes (620, 720, 722, and 820), use books in Spanish but as the year progresses and they gain language proficiency they are encouraged to use the books in English. English dominant bilingual classes (621, 721, and 821), use all books in English but have the Spanish versions available in the classroom in case they need it.

For NLA, TBE classes use Spanish textbooks according to their grade level. They also have Spanish classroom libraries at different levels.

6th grade- Encuentros introduccion ; Tu Mundo

7th grade- Encuentros primer curso; Nuestro Mundo

8th grade- Encuentros segundo curso

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

Paste response to question here: Services and Resources Age and Group Appropriate

The services and resources provided correspond to ELLs' ages and grade levels. All students resources are at their grade level. ELLs that are academically a few grades below grade level receive small group instruction and are pulled out during the Team Teaching/ Small group Instruction (TT/SIGI) period by a teacher. They are pulled out with students at the same age and grade level. ESL students are usually pulled out for small group ESL services according to their grade and proficiency level.

Eighty percent of the classroom library books are at grade level while the other twenty percent are below and above grade level. In order to match the reading ability of ELLs who read below grade level we look for lists of high interest/low readability books. Sometimes referred to as hi-lo books, these are books that are written to address the topics likely to be of interest to older children and teens, but at a vocabulary level that is appropriate for a lower reading level. Spanish dominant bilingual classes have an ESL library with a variety of books at different levels and the same books in two different languages.

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

Paste response to question here: Activities to assist newly enrolled ELL students before the beginning of the school year

- The day of enrollment Ms. Sharlimet Cuesta, the Family Worker, gives the parent and child a brief orientation in the child's home language (if in Spanish). If it's another language, another staff member will assist with translation (Twi, Ga, Nzima, and French by Mrs. Yamoah; Italian by Mr. Ippolito) or an interpreter will be made available. They are taken on a quick tour around the school, introduced to key staff members and taken to key locations throughout the building (cafeteria, gym, clinic, auditorium, main office, restrooms). The uniform dress code, arrival and dismissal procedures, schedule, and attendance policy are explained. This orientation will increase their confidence of where to go and what to do on the first day of school.

-Before the beginning of the school year newly enrolled students (0-2 years) are enrolled in an ESL nontraditional summer program: The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

-Teachers assign a buddy who speaks the newcomer's language or with native English-speaking peers. During the adjustment phase, the buddy explains what's going on. This is a good self-esteem builder for a buddy and a new friend for the newcomer. This eases isolation and helps an English language learner adjust to their new classroom and school.

Things peer buddies do with newcomers:

- o Show them where everything is

- o Help them learn the classroom routine and rules.
  - o Take them to ESL class and back again.
  - o Sit with them in the lunchroom.
  - o Teach them the ABCs, numbers and beginning vocabulary.
  - o Include them in games on the playground.
  - o Tell them who to go to for certain situations.
  - o Learn how to communicate with them using gestures and short phrases.
  - o Teach them the ABCs, numbers and beginning vocabulary.
  - o Introduce them to other students.
18. What language electives are offered to ELLs?  
Paste response to question here: We don't offer foreign language electives.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

Paste response

1. PD plan for ELL personnel:

Scaffolding the Academic Uses of Academic Language in Middle School

Literacy Department Meeting (Every Monday); CCLS implementation (September 2013); Smartboard Training (September 2013); Looking at Our School Data and Our School (September 2013); ELA for Second Language Learners ; The High School Application Process (October 2013); Skedula (October 2013); Applying Common Core Learning State Standards in the ESL/Bilingual Classes (July 2013); Classroom Management (September 2013); ARC -Approaching Close Reading Through Text-Complexity (November 5, 2013); Skedula (November 5, 2013); ARC (November 2013);

- 2.

3. Support for Staff to Assist ELLs as they transition:

The school guidance counselor Ms. Carmen Irrizary provides professional development to support teachers and students in this way:

a. During the month of September, the guidance counselor provides training for teachers regarding the high school application process. She explains the process, high school regulations and procedures, and goes over the high school book with the teachers. She also informs staff about the specialized high schools, their admission procedures, tests, auditions, or portfolios required.

b. During the month of October, the guidance counselor goes to each individual eight grade class to talk to the students about the high school application process, the programs and procedures. She also makes information about the upcoming high school fairs available to students and parents.

c. During the month of October, the guidance counselor works with the parent coordinator to hold an in-house high school application process informational for parents. Parents need to be actively involved in the decisions their eighth-graders are asked to make about the schools they choose and the classes they will take in ninth grade. Parents are invited with their child and the high school counselor to discuss course work and schedules, visit the high school with their child in the spring or in the fall, spend a day at the high school to help them understand what their child's life will be like.

d. The guidance counselor provides a brief informational to 7th graders regarding the high school application process, 7th graders grade submission, and specialized high school application. This way they are made aware of the requirements before reaching the 8th grade.

Assistant principals and principal

a. Encourage teachers to take their classes on trips to college campuses and to performances at local high schools. Students attend Harvard and Columbia University. Students are encouraged to attend their high school orientation assembly (preferably before school starts).

b. After the 8th grade state mathematics test, all 8th grade students are exposed to things like algebra and geometry until the end of June

c. Students who excel in math may take Algebra I and Living Environment in the 8th grade for earning high school credit. Currently, two of the 8th grade classes (one being a bilingual class) are taking Algebra 1, Living Environment and US History. When students are successful in the course, the course will appear on the high school transcript and count towards graduation requirements. By taking high school courses in middle school, students are able to earn additional college credits during their four years of high school.

4. The assistant principals, Mrs. Desiree Resto and Mr. Carlos Pichardo, maintain records of attendance and professional development sessions provided to all staff members including ELLs. Over the summer break, four teachers attended the QTEL Summer Institute (3 days, 21 hrs) ; all teachers have also attended a two day conference retreat and a Saturday training provided by the American Reading Company. Teachers have also

## 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:

MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide translation services in Spanish and other staff members serve as translators of other languages and dialects (see answer 2b). We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Nutrition workshop; Fire Safety; Library Membership in conjunction with NYCPL; Curriculum Night; Aris Parent Link Table

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Familiarize them with CCLS and Assessments (Standardized testing)
- Help them understand oral language development
- Help them understanding the core curriculum
- Understand Federal and State mandates affecting ELLs

Parents will also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

3. Evaluate the needs of Parents:

During Curriculum Night in September, parents are surveyed by the parent coordinator in order to help determine needs and interests of the children and parents. By conducting a parent survey we find out what types of parental training programs parents or caregivers would like to see us offer. We want to find out how interested families are in attending specific workshop and the kinds of supports that families may need to attend. Our intention is to combine the information from all of the returned questionnaires to determine the interest for these types of parental educational service.

4. Address Needs of Parents

We provide translators for all parental involvement activities including parent teacher conference and graduation. All materials are also translated.

### **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:

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neifi Acosta	Principal		1/15/14
Desiree Resto	Assistant Principal		1/15/14
Erika Enriquez	Parent Coordinator		1/15/14
Daniel Mejia	ESL Teacher		1/15/14
	Parent		1/15/14
Carmen Marrero	Teacher/Subject Area		1/15/14
	Teacher/Subject Area		1/15/14
	Coach		1/15/14
	Coach		1/15/14
Carmen Irrizary	Guidance Counselor		1/15/14
Ben Waxman	Network Leader		1/15/14
Angelica Lagares	Other <u>Bilingual</u> <u>Coordinato</u>		1/15/14
	Other		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: 09x232 School Name: MS 232

Cluster: \_\_\_\_\_ Network: 534

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

### **Part A: Needs Assessment Findings**

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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.

Upon enrollment our school determines the home language spoken by parents as well as their preferred language of communication. The Bilingual Coordinator gives the parent or guardian a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when students and their parents first arrive. The survey has questions to identify the student's home language and preferred language. Parents also complete a Student Registration Form, a Parent/Guardian Student Ethnic Identification Form (PSE), a Parents' Preferred Language Form and an Emergency Contact Card that asks what is the parent's preferred language of written and oral communication. These three forms along with an interview conducted by an interpreter inform us of the languages spoken by our parents/guardians and of our translation needs. This allows us to determine the languages in which we must translate all information sent home to the parents as well as the interpreters needed during any school function in which parents are invited to attend. As soon as parents complete the forms the information is entered in ATS and used to ensure that our parents' translation needs are met accordingly.

Data and methodologies used to assess our school's written translation and oral interpretation needs consists of the following:

1. Student Registration Form - here this must indicate their home language
2. Parents' Preferred Language Form
3. Informal interview to determine the language needs of the parent
4. Home Language Identification Survey (HLIS) followed by an interview by the Bilingual/ESL Coordinator
5. Emergency Contact Card -here parents are asked what language they prefer all written and oral communication

6. Parent/Student Ethnic Identification Surveys

7. Place of Birth report (RPOB)

8. Language Allocation Policy (LAP) Part III ELL Demographics - this document has a breakdown of ELLs home language by grade

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.

Our findings indicate that 80 percent of our students are of Hispanic descent and the home language of the majority of our parents is Spanish. All of our other students, who are not of Hispanic descent, have a parent or guardian at home who speaks English. For this reason all of our correspondence is in Spanish and English. Teachers are made aware of their students' home language and are provided with translators as needed in order to communicate effectively with parents. At our school we have translators available in Spanish, French, Twi, Ga, Nzima, and Italian whenever teacher-parent communication is needed like during parent-teacher conferences and curriculum night. Our office staff is bilingual Spanish and English.

It was evident from our findings that the majority of translation and interpretation services needed at our school was in Spanish, with French being the second largest translation group.

## **Part B: Strategies and Activities**

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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.

All of our parent correspondences are in Spanish and English. This includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters. There are also Spanish and French documents provided to us by the City of New York Department of Education as well as documents we download from the DOE and New York State Department of Education websites. All parent notices that are not made available through the DOE or state, are translated in-house by our school staff. All translations are distributed at the same time as the English in a timely fashion. We have an announcement bulletin board for parents in the main lobby where all documents are in English and Spanish.

The written translation services our school provides include but are not limited to the following:

1. Translated Bill of Parent Rights and Discipline Code- Bill of Student Rights and Responsibilities
2. Translated Initial Registration Forms
  - a. Emergency Contact Card
  - b. Home Language Identification Survey (HLIS)
  - c. Student Registration Form
  - d. Parents' Preferred Language Form
  - e. Lunch Form
3. ELL Orientation Materials
  - a. The ELL Parent Brochure
  - b. Parent Survey & Program Selection Form
  - c. Parent Notifications informing parents of the status of their child's ELL program eligibility
4. Lunch Forms
5. Morris Heights Clinic Registration Form
6. All after-school and Saturday Academy consent forms (including Tile III programs)
7. School dance permission slips
8. Field Trip Consent Forms
9. Progress Reports

10. Report Cards
11. Promotion in Doubt Letters
11. Testing Information
12. High School Information including fairs
13. Senior Activities
14. Graduation Program
15. Summer School Forms
16. Parent Surveys
17. Legal, disciplinary, and safety matters
18. Special assemblies and celebrations

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.

11 of our office personnel, family worker, guidance counselors, school psychologist, bilingual coordinator, bilingual teachers, principal and one assistant principal are fluent in Spanish. These staff members as well as other Spanish, French, Italian, Twi, Ga, and Nzima speaking teachers and para-professionals are available for interpretation services. During parent-teacher conferences, ELL Parent Orientation, parent workshops, Curriculum Night, Disciplinary meetings, High School Informationals, International Trips Parent Orientation, and PTA meetings staff members are accessible in order to provide the appropriate translation services. We also have a new telephone automated system called School Messenger for communicating with parents to make them aware of student lateness, absences, upcoming school events and emergencies.

The oral interpretation services our school provides include but are not limited to the following:

1. Initial Registration Interview (student and parent)
2. ELL Parent Orientation

3. Parent-teacher Conference
4. High School Informationals
5. Curriculum Night
6. Parent Workshops
7. Disciplinary Meetings (legal, safety, attendance)
8. International Trips Parent Orientation
9. PTA Meetings
10. School Messenger
11. IEP meetings
12. Special Education Evaluation meetings
13. Special assemblies and celebrations

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 the correspondences given to parents are in Spanish and English. As mentioned above this includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters.

We also obtain documents from the City of New York Department of Education as well as from their website. If other translation services are needed, the translations are done in-house by our staff members. The signs posted throughout the school are in English and Spanish. Parents are also made aware of their rights to translation services in their initial interview, also by our office staff, and finally through signs posted in the main office and the announcements bulletin board.

We fulfill Section VII of the Chancellor's Regulations A-663 earlier in the school year no later than 30 days after the opening of school. By September 30, Parent Preferred Language survey will be distributed making us aware of the parents preferred language of communication. This data will help us determine the languages in which school correspondence must be translated and the interpretation services needed during conferences, PTA, ceremonies, and other meetings. This way we can make the appropriate accommodations in a timely manner. If we are unable to provide these services with in-house staff, then the services will be requested from the Department of Education's Translation and Interpretation Office.

By this time signs will be posted in the main office and announcement bulletin board making parents aware of the translation and interpretation services available to them at this school and where to go in order to request these services. Also, letters will be distributed notifying the parents and guardians, whose home language isn't covered by the translations provided by the Department of Education, of their rights as per Chancellor's Regulations in regards to translation and interpretation services.

Break Down of Home Languages at MS 232:

English -----  
Spanish -----  
French ----- 4

\* All other languages make up only 3 students

In the 7 homes where a home language other than Spanish is spoken there is an English speaking parent or guardian available. When interpretation services are needed, we have in-house staff available that speak their home language. In the case that neither parent speaks English and we don't have an in-house staff member who speaks the language, then we will request interpretation and/or translation services from the DOE Translation and Interpretation office.

These findings will be shared with parents through correspondence, school website, bulletin board announcement, and during PTA meetings.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 232	DBN: 09
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 109 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 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

## 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:

Title III funding will be used to provide after-school supplementary instruction for the ELL students presently in 7 and 8 grade bilingual classes. The Bilingual Golden Opportunity After School Program (4 classes) services 109 students and meets 4 days a week from Monday (2:10 PM) through Thursdays (3:10 PM to 5:10 PM) for two hours each day. The After School Program runs from October 1 through the fourth week of April lasting 27 weeks. Students participating in the programs receive instruction in English Language Development – listening, reading, writing, and speaking skills as well as instruction in Mathematics from three certified bilingual teachers and a certified ESL teacher. These teachers will mainly use English to instruct the students but will also use students' native language for clarification purposes. The program also prepares the students for the NYS ELA and Math exams.

ELL Golden Opportunity Program

- Four classes ( Two 7th grade and two 8th grade classes)
- Meet 4 times a week for 2 hours each day (Monday-Thursday)
- From October 1, 2012 to April 26, 2013 (27 weeks)
- Receive instruction in English Language Development and Mathematics
- Receive instruction in English with use of native language for clarification purposes.
- Four certified bilingual teacher (2 for ESL/Literacy and 2 for math)
- \$ 50.19 (teacher per session) X 4 teachers X 2 hrs per day X 100 sessions = \$40,152
- The beginner and low intermediate ELLs will be instructed using the Keys to Learning and Visions curriculum. The intermediate (medium to high ) to advanced ELLs will be instructed using the Coach Common Core Clinics and Kaplan Advantage New York ELA book. For math instruction all students will use the Kaplan Advantage New York Math book (English and Spanish versions available).

This after-school program was developed in order to provide additional services to identified ELL students who are struggling with second language acquisition. We analyzed the NYSESLAT and LAB-R results in order to determine their level of English proficiency. By determining their proficiency level we are able to effectively differentiate instruction and meet the needs of the students. The majority of students involved in this program are struggling in ESL and/or Literacy.

### Part B: Direct Instruction Supplemental Program Information

Data Analysis:		NYSESLAT Scores	
7th grade bilinguals		8th grade bilinguals	
beginning	34	beginning	27
intermediate	13	intermediate	11
advanced	8	advanced	16

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers in the Bilingual Golden Opportunity Program receive 2 professional development sessions on September 27th and 28th, 2012. The PD is provided by the bilingual coordinator and assistant principal in charge of literacy.

Teachers receiving training:

- Ms. Carmen Marrero, Bilingual certified (Literacy)
- Mr. Daniel Mejia, ESL teacher (ESL/Literacy)
- Mr. Gilberto Cuello, Bilingual certified (Math)
- Mr. Danilo Pena, Bilingual certified (Math)

Professional development focuses on:

PD September 27th 2012 (duration 2 hour)

1. How to provide common core standards learning opportunities for the multiple varied ELL population.
  - Implementing the Common Core Standards in bilingual classes
  - Understand what the standards say
  - Getting to know the Coach Common Core Curriculum

### Part C: Professional Development

- Analyzing student data

PD September 28th 2012 (duration 2 hour)

2. Strategies for teaching Math and Reading to ELL students
  - Incorporating ESL into Reading and Math
  - Scaffolding strategies to build reading comprehension in content areas
  - Differentiating Instruction

### Part D: Parental Engagement Activities

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

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

Begin description here: The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation the bilingual coordinator and parent coordinator, as well as other staff members not funded by Title III, provide a series of workshops on topics related to parents and education. Workshops take place throughout the school year.

The workshops include:

- Health related topics
  - o Nutrition Workshops/Cooking Demonstration October 9, 16 and 30, 2012 10am
- Familiarize them with Standards and Assessments (Standardized testing)
  - o ARIS Workshop - November 27, 2012
- Language Services

**Part D: Parental Engagement Activities**

o Adult ESL Classes for Parents - October 2012-June 2013 - twice a week – 6-9PM

(Parents will be taking a test on October 23, 2012 at 6pm to determine their proficiency levels. After this test is administered, an initial class starting date will be established as well as how many parents will participate in the program.)

- Curriculum Night
- Parent-teacher conferences
- High School Application Process

Names of providers

- Ms. Desire Resto, Assistant Principal
- Ms. Erika Enriquez, Parent Coordinator
- Ms. Angelica Lagares, Bilingual Coordinator
- Morris Heights Health Clinic

Notification of Parents

- Parents are notified through letters send home with students and via mail in English and Spanish. Translations made available to parents whose home language is not Spanish.
- They are also called the day before to remind them of the workshops.
- Flyers are posted on the community bulletin board on the first floor of school.
- Copies of letters, flyers and pamphlets are always in the main office available to parents.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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