



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**13K113**

**School Name:**

**M.S. 113 RONALD EDMONDS LEARNING CENTER**

**Principal:**

**DAWNIQUE DAUGHTRY**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: M.S. 113 Ronald Edmonds Learning Center School Number (DBN): 13K113  
School Level: Middle School Grades Served: 6-8  
School Address: 300 ADELPHI STREET, Brooklyn, NY 11205  
Phone Number: 718-834-6734 Fax: \_\_\_\_\_  
School Contact Person: Dawnique Daughtry Email Address: DDAUGHT@SCHOOLS.NYC.GOV  
Principal: Dawnique Daughtry  
UFT Chapter Leader: Darryl Alladice  
Parents' Association President: George Garcia  
School Leadership Team Chairperson: Ayanna Blaize  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 13 Superintendent: BARBARA FREEMAN  
Superintendent's Office Address: 355 Park Place, Room 116, Brooklyn, NY 11238  
Superintendent's Email Address: Bfreeman6@schools.nyc.gov  
Phone Number: 718-636-3284 Fax: 718-636-3266

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: N211 Network Leader: Jean McKeon

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dawnique Daughtry	*Principal or Designee	
Darryl Alladice	*UFT Chapter Leader or Designee	
George Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luis Fong	Member/ Teacher	
Arlene Jacobs	Member/ Teacher	
Ferdinand Morton	Member/ Teacher	
Ayanna Blaize	Member/ Parent	
Venzetta Wyatt	Member/ Parent	
Neil Michael	Member/ Parent	
Rhonda Bonilla	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of Ronald Edmonds Learning Center (R.E.L.C.) is to motivate and educate our urban children while developing tomorrow's leaders through an accelerated curriculum of fine and performing arts, sciences and technology. We have partnerships with Long Island University (after school), JP Morgan Chase, City Center Division of Performing Art, Mark Morris Dance Group, Arts Alive, Creative Outlet, 651 Arts, Pratt Institute (Student Teachers), 88th Precinct, Directions For Our Youth who provide support to our school. Each year students participate in tours and visit a number of historically Black colleges and universities along the east coast. The Ronald Edmonds Learning Center's Annual Young Men and Young Women's College Tour has made a dramatic, positive impact on the current academic performance, emotional maturity, and educational aspirations of participating students. The premise behind the R.E.L.C. College Tours is to expose our middle school students to the diversity of collegiate opportunities available to them after high school. Many of our guided tours are conducted by former Ronald Edmonds Learning Center students who were also participants in the R.E.L.C. College Tours. In addition, students meet with the Guidance Counselor to discuss college and career options.

Special programs include Magnet programs in Environmental Sciences, Performing Arts, Fine Arts and Design.

Additional specialized programs are Dell Tech To Know; Long Island University After School Program, Saturday Test-Prep, Bring A Male To School Day, Celebrating Success, Environmental Summit, Gender Meetings, Math Family Night Bingo, Social Studies Jeopardy Night, Poets Cafe, Young Women's Empowerment Conference.

The DTSDE Tenets in which our school made the most growth during the previous year are rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards, research-based, effective instruction that yields high quality student work and curricula-aligned assessment practices that inform instruction and teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice. This year our instructional focus is centered on teachers deepening their strategic use of scaffold questions and conversation prompts to promote student engagement in high quality discussions which will aid in expanding students' writing skills. These goals were surfaced through student work, diagnostic assessment results and teacher observations which identified gaps in students' ability to write clearly and coherently across the curricula as required by the CCLS. In addition, teacher evaluations and numerous snapshots pinpointed the need for teachers to pose specific questions and facilitate thought provoking discussions which elicit evidence of student understanding preparing them to write argumentative and/or expository essays.

### 13K113 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	566	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	27	# SETSS	N/A	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	3	# Drama
				3
# Foreign Language	N/A	# Dance	3	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.1%	% Attendance Rate	89.9%	
% Free Lunch	80.4%	% Reduced Lunch	4.5%	
% Limited English Proficient	4.9%	% Students with Disabilities	20.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American	72.4%	
% Hispanic or Latino	20.3%	% Asian or Native Hawaiian/Pacific Islander	5.3%	
% White	1.3%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.67	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.36	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.0%	Mathematics Performance at levels 3 & 4	11.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	38.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	89.6%	Mathematics Performance at levels 3 & 4	85.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

### 13K113 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	566	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	27	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	3	# Drama
# Foreign Language	N/A	# Dance	3	# CTE
School Composition (2013-14)				
% Title I Population	78.1%	% Attendance Rate		89.9%
% Free Lunch	80.4%	% Reduced Lunch		4.5%
% Limited English Proficient	4.9%	% Students with Disabilities		20.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		72.4%
% Hispanic or Latino	20.3%	% Asian or Native Hawaiian/Pacific Islander		5.3%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.67	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.0%	Mathematics Performance at levels 3 & 4		11.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	89.6%	Mathematics Performance at levels 3 & 4		85.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers need to ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content QR 3.3 2013-2014

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in Grades 6-8 will engage in higher order questioning techniques through the use of DOK strategies, resulting in a 3% increase of students scoring at or above proficiency levels as measured by the 2015 NYS ELA exams.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

<ul style="list-style-type: none"> <li>impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers of Grades 6-8 will engage students in higher order questioning techniques through the use of Depth of Knowledge (DOK) and Cognitive Rigor Matrix	Students in Grades 6-8	September 2014- June 2015	Principal, Assistant Principals, teachers of Grades 6-8
Scaffold higher order questioning for students with disabilities and English language learners will be included in lesson and unit plans	Students with disabilities and English Language Learners	September 2014- June 2015	Principal, Assistant Principals, teachers of students with disabilities and English Language Learners, SETSS teacher, ESL teacher, ICT teachers
Workshops for parents on CCKS, Depth of Knowledge (DOK) and Cognitive Rigor Matrix to assist parents in understanding the use of higher order questioning techniques	All Parents of Students in Grades 6-8	September 2014- June 2015	Teachers and Assistant Principals
To understand needs and incorporate trust, students will build on each other's ideas during class discussions	Students in Grades 6-8	September 2014- June 2015	Teachers of Grades 6-8

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The principal, assistant principals and teachers will provide ongoing strategies to teachers in Grades 6-8 in the DOK matrix to strengthen teachers' knowledge and implementation of higher order questioning techniques. Technological resources, materials based upon DOK, Cognitive Rigor Matrix, and other relevant instructional materials

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Teacher per session to conduct parent workshops on DOK matrix and the use of scaffolding higher order questioning techniques

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers in Grades 6-8 will engage in higher order questioning techniques through the use of DOK strategies, as measured by a 4% increase from the 2013-14 Advance data of effective/highly effective teacher ratings in Danielson's domain 3b.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leader and student support staff need to work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful QR 2013-2014, 5.5

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in Grades 6-8 will strengthen our Shared Path to Success – focus on creating inclusive school environments and deepening the expertise of the general and special educators to effectively meet the needs of all students as measured by a 2% increase of students agreeing or strongly agreeing to NYC DOE survey questions on School Culture.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

<p>impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will strengthen our Shared Path to Success – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities	Students with disabilities and English Language Learners	September 2014- June 2015	6-8 General Education Teachers, 6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
Teachers of students with disabilities and English Language learners will meet bi-monthly to analyze, monitor and evaluate IEP goals and objectives to ensure they are rigorous, aligned to CCLS and meeting the individual needs of each student	Students with disabilities and English Language Learners	September 2014- June 2015	6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to review and discuss the progress of their child’s IEP goals and objectives	Parents of students with disabilities and English Language Learners	September 2014- June 2015	6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals
To understand needs and incorporate trust we will continually seek input and feedback from families, students and teachers through monthly parent surveys, Tuesday parent engagement sessions and student feedback	Students with disabilities and English Language Learners	September 2014- June 2015	6-8 General Education Teachers, 6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

IEP teacher, SETSS teacher, ICT teachers and ESL teachers will meet on Tuesdays with parents of students with disabilities and English language learners to review and discuss the progress of students IEP goals and objectives. Technological resources, copies of IEP and other relevant materials will be utilized.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Teacher per session for general education teachers to meet with ICT teachers, IEP teacher, SETSS teacher and ESL teachers to review, monitor and revise IEP goals and objectives to ensure goals and objectives are rigorous, aligned to CCLS and meeting the needs of students with disabilities

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers in Grades 6-8 will strengthen our Shared Path to Success – focus on creating inclusive school environments and deepening the expertise of the general and special educators to effectively meet the needs of all students by creating a student survey.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers need to use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry QR 2013-2014, 4.2

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in Grades 6-8 will meet in professional learning communities to share, revise and adapt lesson and unit plans that promote high levels of student engagement, as evidenced in the Looking at Student Work Protocol (LASW) protocol and measured by 10% increase of Effective/ Highly Effective ratings in Danielson component 1e compared to the 2013-2014 Advance data.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will collaborate each Monday to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as evidenced in the LASW protocol, revisions to lesson and unit plans	Horizontal and/or vertical teacher teams	September 2014- June 2015	6-8 Teachers, Principal and Assistant Principals
Teachers of students with disabilities and English Language learners will collaborate and with general education teachers each Monday using the LASW protocol to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2014- June 2015	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to established student goals that promote high levels of student engagement and inquiry	Teachers and parents of students with disabilities and ESL teachers	September 2014- June 2015	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
To understand needs and incorporate trust, teachers will deeply analyze the individual needs and experiences of students, working collaboratively to revise and adapt lesson and unit plans to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2014- June 2015	6-8 Teachers, Principal and Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Data specialists, teachers and Administration will meet to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Data specialist and supervisor per session to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers in Grades 6-8 will meet in professional learning communities to share, revise and adapt lesson and unit plans that promote high levels of student engagement, as evidenced in the Looking at Student Work Protocol (LASW) protocol and measured by 4% increase of Effective/ Highly Effective ratings in Danielson component 1e compared to the 2013-2014 Advance data.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Leaders need to make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. QR 2013-2014, 2.4

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the Principal will participate in 20 horizontal and/or vertical teacher teams meetings focusing on instructional techniques and lesson plans that promote high levels of student engagement resulting in a 10% increase of Effective/Highly Effective teacher ratings in Danielson 3c compared to 2013-14 Advance data.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Principal will hire F-status Literacy and Math AIS Teacher to provide both teachers and students with additional instructional support	ELA and Math Teachers and Students scoring at Levels 1 and 2 in Math	January to May 2015	Principal, Assistant Principals, Data Specialist, F-Status Teachers and Math AIS teacher
Principal will hire F-status Literacy, and AIS Math teachers to provide additional instruction to students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)	Students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)	January to May 2015	Principal, Assistant Principals, Data Specialist, F-Status Teachers and Math AIS teacher
To increase and strengthen parent involvement, Principal will ensure teachers are meeting with parents of students with disabilities and English Language learners on Tuesdays to discuss and inform parents of student progress and impact of additional instruction support students are receiving	Teachers and parents	September 2014- June 2015	Principal and Assistant Principals, AIS Math teacher
To understand needs and incorporate trust, Principal will ensure teachers work collaboratively in horizontal and/or vertical teacher teams meetings focusing on LASW protocol to establish student goals that promote high levels of student achievement in ELA and Math	Horizontal and/or vertical teacher teams	September 2014- June 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
F status Literacy Teacher (4 days) and Math AIS teacher will provide both teachers and students with additional support in ELA and Math instruction to increase student achievement. Technological resources, learning curricula, student assessment data and other instructional materials will be utilized.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

F status Literacy Teacher(4 days), and Math AIS teacher will provide both teachers and students with additional support in ELA and Math instruction to increase student achievement

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the Principal will participate in 10 horizontal or vertical teacher teams meetings focusing on instructional techniques and lesson plans that promote high levels of student engagement resulting in a 5% increase of Effective/Highly Effective teacher ratings in Danielson 3c compared to 2013-14 Advance data.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school needs to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. QR 2013-2014, 6.3

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, Annual Title I Parent Meeting, Title I Parent Committee, and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 10% increase in attendance at parents workshops/meetings.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
3. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>4. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
All parents and teachers will be invited to attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA) to inform and strengthen the parent and school community connection	All parents, teachers and Administration	September 2014- June 2015	Teachers, SLT, PA , Title 1 Parent Committee and Administration
To address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) parents and teachers of students with disabilities, English language learners, and other high-need student subgroups are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	Students with disabilities, English language learners, and other high-need student subgroups	September 2014- June 2015	Teachers of students with disabilities, English language learners, and other high-need student subgroups
To increase parent involvement and engagement, parents will have open access to materials, computer lab, school library and resources for in-school and/or at-home use to support their child's learning and monitor student progress	Parents of all 13K113 students	September 2014- June 2015	Teachers, Parent Coordinator, Librarian and Administration
To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	All parents, teachers and Administration	September 2014- June 2015	Teachers, SLT, PA , Title 1 Parent Committee and Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration and teachers will outreach and provide information to the parent community to encourage and increase parent participation at scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Teacher and supervisor per session to attend afterschool SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA												

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>2. Specify a timeframe for mid-point progress monitoring activities.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

By February 2015, parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings. Annual Title I Parent Meeting and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 5% increase in attendance at parents workshops/meetings.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)  
(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Students at performance levels 1 and 2 on the 2013-2014 State ELA Exam, Students scoring below grade level on Fountas and Pinnell benchmarking, students scoring below 60% on Periodic Assessments	F- status Literacy Teacher, Kaplan test prep Foundations Book. NY READY AND I READY	Small group	During the school day, before and afterschool AIS programs
<b>Mathematics</b>	Students at performance levels 1 and 2 on the 2013-2014 State Math Exam, students scoring below 60% on Math Unit Assessments	AIS Math Teacher, F-Status Math Teacher, Kaplan test prep, Foundations Book. NY READY AND I READY	Small group	During the school day, before and afterschool AIS programs
<b>Science</b>	Students at performance levels 1 and 2 on the 2013-2014 State Science Exam, students scoring below 60% on Science Unit Assessments	An interdisciplinary approach with the help of the FOSS Kits, which will involve project-based learning activities, and will employ pedagogical techniques such as the Workshop Model, Accountable Talk, and Writing. Use of Science Times	Small group	During the school day
<b>Social Studies</b>	Students scoring below 60% on Social Studies Unit Assessments	Through the use of project-based activities, students will learn to gather, sort, and present information.	Small group	During the school day

		Social studies content knowledge will also be developed through content area reading during literacy periods. Use of Junior Scholastic		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students as per IEP. Recommendations from teachers of at students in crisis	Confidential individual and group counseling with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a counselor will provide students with an opportunity to explore ideas, feelings and their behavior. In small group counseling the social worker will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Services will be provided to meet individual students' needs, as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents	Small group and/or 1:1	During the school day

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

- All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities

**2b. 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).

- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.
- Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going every Monday for 80 minutes, grade conferences, and through Network and DOE opportunities.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$570,431	X	10,13, 16, 19, 22
Title I School Improvement 1003(a)	Federal	\$ 16,961	X	
Title I Priority and Focus School Improvement Funds	Federal	\$144,402	X	10,13, 16, 19, 22
Title II, Part A	Federal			
Title III, Part A	Federal	\$ 11,200	X	

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,356,747	X	10,13, 16, 19, 22

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **M.S. 113 Ronald Edmonds Learning Center**, 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 the school and the families. The 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 the school community. **M.S. 113 Ronald Edmonds Learning Center** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

**M.S. 113 Ronald Edmonds Learning Center** 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by 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.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Ronald Edmond Learning Center	DBN: 13K113
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III program for ELLs will be available to all English Language Learners, no matter their proficiency level on the NYSESLAT. The parent notification letter (one that will be translated in the target languages of Arabic, Bengali, French and Spanish for our population of ELLs) for the program will dictate that students' participation will be guided not by scores, but by parent choice. The parent notification letter will inform parents that the Title III program will commence Wednesday, November 12, 2013, and that the sessions will take place on Wednesdays and Thursdays from 2:30 p.m. to 4:00 p.m. until May 9, 2015.

The Wednesday and Thursdays sessions will work as follows: 3 for November, 6 sessions for December, 8 sessions for January, 6 sessions for February, 8 sessions for March, 5 sessions April, and 4 sessions for May. The total number of sessions amounts to 20 sessions on Wednesdays provided by the certified ESL teacher. The total number of sessions on Thursdays amounts to 20 sessions provided by the certified ESL teacher, the bilingual-certified teacher, and the technology teacher.

Description of the Wednesday Title III Sessions (one instructor):

During the Wednesday Title III sessions, students will read novels or informational texts to build their vocabulary, reading fluency and stamina. The ELL population needs to be reading in addition to the independent reading times programmed during the school day. The students will read novels that different from those used in their ELA classes (yet connected thematically) or informational texts in order to build an appetite for reading, to benefit from second and third reads of passages, to engage in close-reading exercises that mirror New York State Common Core-based writing tasks, and to practice activating the schema and to make gains from more exposure to high-interest literature. One hour per session, Wednesdays, will be dedicated to reading after which students will construct responses to Common Core-aligned writing tasks. In turn, students will build on reading fluidity, they will identify themes, they will paraphrase selections of the texts, they will summarize the plot, they will analyze characters and describe them, they will evaluate character development and comment on the author's purpose. These 20 sessions will transpire on Wednesdays from 2:30 p.m. until 4:00 p.m.

## Part B: Direct Instruction Supplemental Program Information

### Description of Thursday Title III Sessions (three instructors):

Thursdays, students will receive enrichment lessons to improve their ability to write Standard English. The ESL instructor will use this Thursday after school session to support students with their on-demand writing and grammar. Students will engage in grammar activities and writing activities to strengthen writing that are workbook-based and technologically based. Students will engage in technology-based learning for grammar and vocabulary thanks to the purchase of iPads purchased with Title III funds. There will be 20 Title III enrichment sessions provided by the ESL Teacher.

On Thursdays, the bilingual-certified instructor will provide HL support for 20 sessions. The students will rotate into technology after 45 minutes have transpired.

On Thursdays, the technology instructor will unfold lessons for 20 sessions, identical to what the ESL teacher delivers, to get students engaged in grammar activities on iPads or on Mac computers, so that they can self-assess their abilities to read, to listen, to develop their vocabulary and to construct grammar functions. After 45 minutes, the students working with the technology teacher will rotate into the ESL and bilingual-certified teachers' Title III enrichment program.

### Cultural Capital Holiday program: December holiday program (one instructor):

The ESL teacher will host a cultural capital day on Monday, December 29, 2014. Ten students will visit a number of New York City landmarks, take notes and experience the richness of New York City's culture. Prior to the excursion, students will receive a list of landmarks to be visited, and will be responsible to do independent research about each landmark. After the excursion, during one of the after school program sessions, students will present an oral presentation, tentative scheduled about one of the landmarks visited that day- students hone skills in note-taking, public speaking, paraphrasing and research-based information. This will be a six-hour day. Title III will pay for metrocards.

### Description of Saturday Title III Sessions (one instructor):

In the spring, students will engage in intensive enrichment programs. The students will build their academic language, they will participate in reading comprehension exercises for informational texts, and they will complete Common Core-aligned writing tasks. The 2 Saturday sessions for the Saturday intensive enrichment program will be offered: May 2, 2015 and May 9, 2015. The Saturday program will be led by our ESL instructor who will serve 8-12 ESL students. The sessions will be 4 hours each for a total of 8 hours.

In order to enhance and to improve student achievement of, primarily the Beginner and Intermediate English Language Learners, the ESL teacher will use the iPads on Thursdays after school (once again the times are 2:30 to 4:00 p.m.). She will use iPads in class to engage in interactive computer-based activities that are differentiated to tackle the areas in which the students need to make improvements academically. The students will explore the domains of listening, reading, listening and writing (short responses) through applications on the iPads as they listen to programs with headphones to establish this study as an independent one and to promote student concentration and self-evaluation.

## Part B: Direct Instruction Supplemental Program Information

The detailed rationale for iPad software is as follows:

The use of the iPad devices will assist with language acquisition and assist in promoting the gain of English as a Second Language as an intimate learning process. iPad learning will be intimate as it will require student engagement and self-reflection about the student's learning because, touching the actual information they process on the screen will require an immediate response that indicates either student gains or needs for improvement. The iPads and the applications for the iPads have been chosen to integrate 21st century technology into the classroom to make learning enjoyable and to make goals that measure student progress immediately thanks to self-editing and self-correcting student-centered processes.

The Beginner, Intermediate and Advanced level students will use the iPad applications ESL Test, BrainPop ESL, Penyo Pal, Action Word, Grammar Test and Sounds. These applications allow students to test themselves on their ability to construct various grammar functions, on vocabulary, and on pronunciation through animated, interactive leveled exercises.

## 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: \_\_\_\_\_

Currently, the principal is in the midst of scheduling content-area teachers to visit the ESL teacher's classroom to visit witness how she unfolds specific discussion and writing routines, especially those that are student-centered. These intervisitations will allow teachers to be exposed to the methodologies the ESL teacher employs to enable her students to use rubrics for self-assessment and self-guided writing. The content-area teachers will participate in intervisitations to learn how the ESL teachers engages students in student-led analytical discussions of literature or informational texts.

Due to the fact that the Wednesday and Thursday programs take place beyond the school day, teachers are open to visit, but not required to attend the student-centered literature circles as means of learning how to focus on ELL needs or to become more familiar with pedagogical elements of teaching ELLs.

The ESL teacher will forward all circulars about upcoming professional development sessions to the administrative staff. The administrators will then forward any information about professional development sessions to the content departments or to individual instructors (based on the pedagogical interests or goals for growth). The administrative staff has made a commitment that at least 1 math and 1 ELA instructor will attend at least 1 workshop provided by the DELL for an ELL-based topic to enhance academic achievement by June, 2015. For now, she has attended PDs on October 24, 2014 and she is scheduled to attend two for now: December 19, 2014 and January 14, 2015.

### Part C: Professional Development

Ms. Stinson will attend a workshop offered by the region once a month so that she is always aware of the latest information that can be provided to parents to promote their engagement with their student's progress in school.

### 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 ESL teacher will provide bilingual glossaries to students, those provided on the DOE web site. She will have them available during parent teacher night.

The ESL teacher will make appointments with parents/guardians (or the bilingual paraprofessionals will if information needs to be communicated in a student's home language) to conference about students on an on-need basis. That need is determined during parent engagement with content-area teachers, during grade-level team meetings, and/or during conversations with homeroom teachers in which the fact that academic intervention be established.

The ESL teacher will remind all staff to have any literature sent home to students in all of the native languages of students. For example, the special needs instructor has sent the letter informing parents of academic intervention services to be responded to by means of the AIS program first to the Translations department, and then once translated, to homes in Spanish, Bengali, Arabic and French at the recommendation of the ELL provider.

The ESL teacher will also provide, in addition to the Translations department's services, web site and translation form, she will also make the number for the interpretation hotline available to all staff members, pupil secretaries, guidance, parent coordingaoor, security and administrative staff.

The guidance counselor provides myriad support for parent engagement as well.

a) He provides a list for ELLs of schools for students moving on to high school; these schools are all institutions that support students with limited language proficiency in English

b) He provides a lit of accommodations for specialized exams and standardized exams for the ELLs

c) He will consult with parents about the high school process and that consultation will include verification as to whether or not a certain school has an English language program, a bilingual program,

**Part D: Parental Engagement Activities**

a high or low percentage of ELLs.

d) He will provide three sessions for parents of 8<sup>th</sup> graders to inform parents about the needs and requirements of students: the evening of Wednesday, October 29, 2014; Saturday November 1, 2014 and the morning of November 3, 2014.

e) He will provide an informational for parents of 7<sup>th</sup> graders to provide details about the needs and requirements of all 7<sup>th</sup> grade students, particularly the fact that this grade is pivotal for maintaining grades and making academic achievement as far as the high school application process is concerned. This informational session will take place on January 8, 2015.

The parent coordinator will offer an informative sessions for parents that will cover test-taking, ARIS, the math and ELA exam formats, and including but not limited to the teacherease.com grading system widely used by the 113 staff. The dates of the informative session are as follows: September 18, November 20, 2014, March 12, 2015 and May 6, 2015

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	\$6,902.34
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>	_____	\$0.00
Educational Software	_____	\$5,599.75

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	metrocards	\$50
Other	_____	_____
<b>TOTAL</b>	_____	\$12,552.09 * The budget is over by \$1,352.09. Please know that the extra funds will be covered by other schools funds.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>113</b>
School Name <b>Ronald Edmonds Learning Center MS113</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Dawnique Daughtry</b>	Assistant Principal <b>Jeanne Nagle</b>
Coach <b>Sharon Mahobir</b>	Coach <b>Bonnie Butcher</b>
ESL Teacher <b>Karin Burrell-Stinson</b>	Guidance Counselor <b>Leslie Krevsky</b>
Teacher/Subject Area <b>Kayinde Harris/ELA</b>	Parent <b>George Garcia/PTA President</b>
Teacher/Subject Area <b>Linda Lowry/Math</b>	Parent Coordinator <b>Eric Figueroa</b>
Related Service Provider <b>Ezra Lewis</b>	Other <b>Bilingual Para Lydia Hunt</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Ms.Shada Ahkter/Bilingual Para</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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	714	Total number of ELLs	35	ELLs as share of total student population (%)	4.90%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	10
SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	7

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	11	4	2	15	1	3	9	0	5	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>35</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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							9	5	5					19
Chinese														0
Russian														0
Bengali							8	1	2					11
Urdu														0
Arabic								1						1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## 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)							2	2	2					6
Intermediate(I)							6	1	2					9
Advanced (A)							8	10	2					20
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	7	0	0	15
7	7	5	0	0	12
8	5	0	0	0	5
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7		9		0				16
7	6		4		2				12
8	4		1		0				5
NYSAA Bilingual (SWD)	0		0		0				0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	2	0	0	0	
NYSAA Mathematics	2	0	0	0	
NYSAA Social Studies	1	0	0	0	
NYSAA Science	1	0	0	0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.  
The school uses the LAB-R and baseline assessments to establish the literacy skills of ELLs. In addition, the ESL teacher, at the beginning of the school year, provides all staff members with a list of ELL and their proficiency levels so that content-area instructors can establish the needs of ELLs and develop strategies to employ so that students make gains in the content areas.

Data confirms that our ESL teacher should continue to reinforce content material through the CALLA method of instruction. She provides instruction by means of an extensive use of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work to help students make gains in reading and writing. Based on this analysis, our ESL instructor will also continue to align instruction, whenever possible, with content-area teachers as that has been an additional effective instructional approach that allows our ELLs to grasp content.

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

The students who conferenced with the ESL instructor to see how close they were to higher ELA and math scores, who analyzed their latest NYSESLAT scores as well, who attended ESL classes and met the mandated minutes of instruction, who invested their time in their work to make academic achievements in the ESL class and who took advantage of Common Core-based instruction during the Saturday or after school sessions made the achievement of moving from Intermediate to Advanced or from Beginner to Advanced on the NYSESLAT. On the other hand, many of these same students moved up to the next level on state exams, from 1 to 2 in Math or in ELA or in some cases to 3s in one area. Many Advanced students who fell under this criteria of being academically invested and willing to take advantage of support services scored 2s in both areas.

MSK113 only had one student sit for the LAB-R last year, so there is not enough data to be analyzed. The one student who took the LAB-R last year tested at the Beginner level, which was expected as he had only been in the country 10 months at the time. Based on his test results for the LAB-R, he was appropriately placed in the Beginner class and he sat in an extended day class with the ESL instructor. The instructor also pushed into 5 of his classes. His performance also revealed that he would test at a level 1 for math and ELA, and would, most likely, achieve Beginner-level status on the 2013 NYSESLAT. He needed a second year at the Beginner level to adjust to school in America and establish a comfort level that will allow him to make measureable gains-though he did do fairly well on the speaking and reading levels of the 2013 NYSESLAT for someone who had only been here for less than a year.

Though there are still gains to make, overall, it can be confirmed that an analysis of data conveys that a balanced literacy approach used last year has allowed for some notable progress for our ELL population. Class time spent on independent and guided reading to explore overarching themes, character development, plot and an analysis of authors' purpose as well as writing activities left students feeling less anxious about state exams and the NYSESLAT. This approach to instruction also afforded students an opportunity to demonstrate the depth to which they acquired knowledge, to benefit from a familiarity with the text-domain vocabulary and to exhibit their stamina to delve into writing analyses. As a result, the ELL population performed as well as if not better (as in the case of some of our Advanced-level students) than members of the student body who participate in general education classes. For example, journal writing and scaffolded writing assignments that were used with graphic organizers simultaneously, a review of grading rubrics and checklists left many students writing more cohesively and equipped to employ a word bank full of more academic vocabulary and transitional words. In all, these strategies allowed for them to execute writing that had clear attempts at establishing or strong organization and fluidity.

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

The ESL teacher sends a school-wide email to the staff members that provides NYSESLAT modality scores, ELL status (B, I, A or P or FELL) and ARIS scores for ELA and MATH for the last two prior years. Then, the school's 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level MATH teams and its 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level ELA teams use this information to make sure that, first and foremost, as a check for making sure all the ELLs are identified again, and that, most significantly, the needs of the ELLs are met, especially those who have disabilities. Secondly, the NYSESLAT modalities are proof that all instructional decisions for differentiation are worth investigating. The ELLs performance on the NYSESLAT modalities confirms that it is an invaluable practice for MS113 teachers to continue conferencing about and employing. The analysis of data confirms that the support of our ELLs by all staff members is integral as this group of students demonstrates that they can make significant gains with academic assistance curtailed to their needs across the disciplines. Thanks to this data, teachers are also happy to continue to cooperate with ELL programming and the pull-out services. They are willing to exude flexibility in the delivery of instruction for these ELLs as doing so is advantageous for these students who, in some cases, outperformed general education students.

Finally, the data also reveals information about how to drive instruction for the varied levels and grade levels of ELLs at MS113: for whom scaffolding should be lightly tiered and those students for whom lessons should be heavily tiered; how rubrics should be used and when, how and when to focus on implicit versus explicit instruction, where accountable-talk should be focused on more or less, and how to employ writing prompts and peer-conferencing effectively. Similarly, the ELA department and the ESL teacher keep portfolios of ELL writing so that writing skills, structure, support of claims, use of transitions, development of claims, topic and concluding sentences can be monitored--especially so that students can make gains in the writing modality. The improvements in speaking will be made

thanks to the school-wide concentration on discussion in the classrooms. The use of Code-X by Scholastic will also help to make improvements in reading as this instructional resource/tool pushes teachers to use different routines to promote critical thinking and text analysis. The ESL teacher will help the students explicitly in the listening modality because of the fact that the listening sub test and the newness of the format gave so many students considerable difficulties--at times it was the or one of their lowest scores.

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?

a. Again, many of the ESL students, such as the Beginners who struggled with literacy skills, were still able to make tremendous academic gains because of the support across the content achieved in the ESL classroom. The mandated minutes they were able to benefit from allowed them to transition from Intermediate to Advanced, from Beginner to Advanced. For those students who remained in Advanced, they were able to make gains in the modality that is most significant: writing. The students who didn't transition from Beginner to the next level were not expected to because of the short amount of time they have had in America. Finally, the students whose specific needs were identified by NYSESLAT, Math and ELA state scores as well as baseline assessments have scores that reflect that the areas in need of improvement that they needed to make progress on (identified at the beginning of the school year) resulted in students making achievement in some if not all of those specific areas: organization in writing, inferencing, paraphrasing, recalling details, using synonyms in extended writing to make writing less repetitive.

b. The ELLs are, for the most part, a silent group of students. Ninety percent of these students are reticent to speak in their general education classes. However the recent Periodic Assessment scores will hopefully be a proponent for our staff to continue to make the learning environment for ELLs a comfortable and supportive one, to continue to think about groupings that will allow our ELLs to flourish, to explore comprehension through group work and discussion, and to exude their talents. As a result, class groupings, a greater understanding of how capable this population is of responding to academic challenges--although quiet--will be a motivator for all MS113 educators to investigate all avenues of unfolding instruction that reinforces their understanding of material.

c. Unfortunately, the periodic assessment was not administered last year. Students are not assessed in their native language. As far as math and ELA exams are concerned, the students are interviewed by the ESL instructor, and given an option about the possibility of exams being offered in their native languages. The ESL instructor makes it clear that they have the legal right to take exams in their native language, yet most opt for taking the exams in English. In the rare case where a student asks for the exam in his or her own native language, the testing coordinator orders those exams for that student. In turn, the Bengali students who wanted to have their exams in Bengali were told that they were not available for order through the network. However, the testing coordinator did contact the publisher of the exam for these 5 students to request a translation. Those 5 students were told that there is no guarantee that the exam for either math or ELA will be available, but the request has been made, one that cannot be confirmed closer to the testing window opening. This procedure was done this and last year, however there is no data to describe how native language is used as a measure of success because no one took an exam in his or native language last year.

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](#).)

Based on the assessment of school data, educators at MS113--the ESL teacher included-- will continue to reinforce speaking, listening, reading and writing skills in order to promote their success in the ESL program. Yet, more importantly, MS113 educators will continue to focus on reading and writing to equip students with the necessary tools they need in order to thrive academically across the disciplines.

The data also confirms that there is a need and a benefit of continuing to put emphasis on utilizing Common Core-based tasks to help students develop stamina for state exams, to familiarize students with Common Core verbiage and to prepare students for performance tasks by unpacking directives. Further, the data also proves that the instructors must keep helping students develop their ability to comprehend and to employ text-domain vocabulary. Finally, the data confirms that instructors must continue to promote understanding through visuals and/or media and through discussion and critical thinking.

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

To begin, the interview is not used to consider the instructional decisions other than the parent choice of putting a student in the ESL program MS113 offers. The instructional decisions are based on the pull-out program that is set up based on a student's proficiency level in English based on the LAB-R for one student last year, yet primarily, on the results from the NYSESLAT exams.

As the school does not offer a dual language program, we can only support language implicitly for the time being. Similarly, the parent interview only influences instructional decisions in the vein that the trend at 113 is that parents have chosen ESL programming. So, instructional decisions are based on a student's placement in our pull-out program that is based on his or her proficiency level in English.

Dictionaries and bilingual glossaries are produced for all students. ELLs carry dictionaries so that they are available for them at all times. Lessons are scaffolded and visuals, video, and realia are incorporated for the effective roll-out of instruction. Again, teachers conference on an on-need basis with the ELL instructor so that there can be an effort made to translate necessary text-domain vocabulary to have at students' disposal.

In ELL classroom discussion, the ELL instructor asks the student to make text-to-self connections, to share idiomatic expressions to develop a sense of community, to write journal entries in students' native language, to discuss content with other students who speak their native language in that language.

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

N/A

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

The success of the program is evaluated by cross-referencing data comprised of ARIS scores, NYSESLAT scores and their ELA and Math scores. The ESL teacher analyzes how students' attendance, performance in the ESL program is, first and foremost, reflective or dovetailed with students' performance on state exams. Similarly, the ESL instructor also has students analyze their own scores at the beginning of each year. They are to list how they perform in each modality, to list their lowest scores and explain how they expect to improve, to list how many more points that they need to make in order to test at the next level of on the NYSESLAT. So, in this way, the teacher and the student are aware of whether or not the students were able to make the gains they were expected to make in each modality of the NYSESLAT, yet specifically, the modality in which they scored the lowest.

The ESL teacher also uses the data from these scores to predict and to generate a list who are the precipice of passing. The teacher also uses the data to generate a list and to predict a list of students are expected to make progress-move from one level to the next only (most students, the trend at MS113 shows, are so close to moving from one level to the other, that it is not expected that they make progress by achieving that 40 pts they need to make in modalities). So, at the end of the 2012-2103 academic year, 15 out of 18 students were expected to pass leaving the rate of students testing out at 83%. In addition, 17 students were supposed to make progress, based on the review of the data as aforementioned, and 15 students made progress: 83% as well.

The need for cross-referencing that data is also helping in getting students invested in their studies. For example, the ESL teacher has the students closely look at their ELA and math scores, and how they performed on each band. She looked at how many of her ELLs needed 0.15 to .01 points to scores at the next level. Based on the number of students who took advantage of Saturday and after school programming and who were invested in their learning, the ESL instructor expected, after reviewing data, 11 students to move to a level 2 if they were level 1s or to a level 3 if they were level 2s. Ten out of the 11 students met that goal.

The data proves that the analyses of her students provides our ESL instructor with the means to really know her students and how to help them make progress. Attendance is reviewed, the use of the writing framework and how it helps students write more cohesively is reviewed, how the ESL teacher tries to, to the best of her ability, align instruction with content-area teachers, and reveals that the success of our program is mixed. Though the social aspect of the program, the fact that the students feel comfortable and trust the instructor as well as the parents, the fact that there is positive feedback from parents and staff members who feel that they see ESL students making progress even in raising their hands in class (they are gaining confidence to try), in speaking and writing is becoming more fluid, there are still improvements to make. In terms of academic gains, 65% of our ELLs are performing according to standards for exams and for passing and achieving in content-area classes. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. There is still a need to aim for grouping ELLs in the same homerooms so that push-ins are a viable option for servicing our ELLs. For the time being, the pull-out system allows for most of our ELLs to receive their mandated minutes of instruction.

## 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](#).)

We follow the protocol of having the HLIS survey completed within the first ten days of a student coming into our school if he or she is a new admit. In addition, since most of our students, 99% of them (and so are then already entitled), at least within the last 5 years, they are not new to the system. As a result, they are coming to MS113 with the HLIS have already been completed. Consequently, list notice indicates which students are ELLs. For non-list students, the HLIS is checked by the pupil secretary, Mr. W. Winston, the assistant principal, Jeanne Nagle or the ESL instructor, Ms. Karin Stinson. For students new to the NYC public schools, an HLIS is administered by the assistant principal, Jeanne Nagle or the ESL instructor, Karin Stinson and with a bilingual Spanish or Bengali paraprofessional, Ms. L. Hunto or Ms. S Akhter, respectively, if a translator is needed. For speakers of other languages other staff members assist: Ms. Nicol for French or Spanish, Ms. Stinson for French, Mr. M. Aristilde or Ms. M. Achille for Creole-speaking families. Only as a last result, are students used to help conduct the interview. However, most of families come to the school with at least one English-speaking member. The HLIS is given in the student's native language when it is available, yet within the last three years, we have not had to administer the HLIS more than once. The LAB R is administered to those students whose HLIS indicates a language other than English and when there is no LAB-R score on file by the certified ESL Coordinator. Again, we have only administered a LAB-R to a speaker of Bengali. Though we do have a LAB-R for Spanish-speakers, we have not had to administer a LAB-R within the past three years, and it was not to a Spanish-speaking student so we have no data for that exam. All ELLs are given the NYSESLAT annually. The RLAT is generated, periodically, by the ESL instructor who then checks student files to make sure that all HLIS surveys are on file. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ESL teacher and testing modifications for Special Education ELLs are followed.

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.

Though many of our incoming ELLs are joining neighbors or family members at MS113 and so are aware that the only program offered at MS113 is ESL, within the first ten days of class, students new to the school or new to the NYC public school system, are given letters in their native languages to select the available program choice. However, we have not had students new to the system within the past 5 years. So we haven't had to provide parent-choice options. In the event that we do have a new admit to the system, we will follow through with the protocols for assisting parents with the program choice selection process.

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

Within the first weeks of class, on a daily basis, the ESL teacher, Ms. K. Stinson and the personal pupil secretary, Mr. W. Winston, consult ATS for NYSESLAT exam history for entitled and unentitled students and new students (RLAT). Students new to the school are given an entitlement letter by the ESL teacher as well as a brochure about the school. From that information, a list of students entitled to ESL programming is generated by the ESL teacher, Ms. K. Stinson. She then, created an ESL spreadsheet that details the names of the students who will get an entitled letter, and there are two columns to be checked off: received letter and that the letter was returned and signed by the parent. The letters are given to students in English and in their native language. The letter is photocopied, once returned, is kept on file in the ESL teacher's room and the original is kept in the student's school folder. Please know that the entitlement letter is provided in every language spoken by our students, yet the only native language of all our ELLs we cannot provide a letter in is Fulani. In addition, the list of students who placed out of ESL is generated from ATS and those students receive two letters: tested out of ESL and will continue to get accommodations and a tested out letter, but parents can choose that their child remains in the program for continued support letter. The letter is handed out to the students, and once returned, signed and kept on file as a photocopy in the ESL teacher's files and the original goes to the student folder. All letters, are given to the student by the ESL teacher who keeps a checklist of letters sent out and handed it so that accurate records are on file. We have not had students new to the school system within the last three years, so when a student is new to the system, we will of course follow the protocol for providing parents with the program-selection availabilities choice form. The orientation meeting is held in the first month of school. In addition, the assistant principal, the pupil personnel secretary and/or guidance counselor explain the different language programs for students new the New York public school system a LAB-R is administered to decipher fluency, but for on-going new admits. In addition, the ELL instructor, the assistant principal or the pupil personnel secretary accesses the exam history report and home language surveys so that parents can be informed the choices of instruction available. The ESL teacher also accesses ATS daily for the first 8 weeks of school to maintain an up-to-date list of ELLs entitled to services.

At this time or during the ELLs second week of class, entitlement letters, continuation of entitlement letters and tested out letters are

sent to parents. Parent selection forms are sent home with students if the parent has not made a selection at the orientation or in the admission interview with the counselor, Mr. L. Krevsky assistant principal, Ms. J. Nagle, though we have had no students new to the system.

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.  
Once again, the ESL teacher, Ms. K. Stinson, within the first weeks of school generates the entitlement list of students from ATS' RLAT report. The letters are handed out to students by Ms. Stinson and kept on file in the school folders, but she keeps a photocopy on file in her room in her filing system. Entitlement and continued service letters, and tested out letters are given to all students. In addition, if a parent wants a program that is not currently available, TBE or DL, then the ESL Coordinator, Ms. K. Stinson or the AP of Compliance, Ms. J. Nagle, research alternate placement for these students, if not, they contact the network specialist. Parental decisions, IEP mandates, and NYSESLAT scores are used to place students in the appropriate program. Where a parent insists that his/her child remain in our school despite the fact that a bilingual program is indicated, once again, the assistant principal or ESL coordinator explain the situation to the parent in a formal interview. Translation services are provided by Ms. Nicol for Spanish, Ms. L. Hunt for Spanish, as well. For Creole, Ms. A. Achille or Mr. M. Aristilde translate. For Bengali speakers, Ms. Akhter is available. In addition, as aforementioned, if a student places out of ESL by means of his/her NYSESLAT RLAT scores, a non-entitlement letter is provided for the parent as well as a letter for those parents who insist that the student remain in our ESL program. No matter what the parental decision is, students letters are kept on file and students are always eligible for extension of services (including extended time modifications) and tutoring.

Please note that we are not developing the child's second language as MS113 offers an ESL program only. At this time, there is no stand-alone foreign language class, so that being a reality for the moment, a child's native language is not factored into instructional decisions besides groupings of ELLs with a student who speaks his or her own native language. Ours, once again, is a monolingual program only.

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.  
Once again, the ESL teacher, Ms. K. Stinson, within the first weeks of school generates the entitlement list of students from ATS' RLAT report. If a LAB-R is administered, though we haven't had a trend of administering one, the exam history of a student taking the LAB-R is generated as well to include that student's name on the list of students entitled to take the exam. Before exams are ordered, the testing coordinator confirms the proctors: Ms. J. Nagle, Ms. R. Roye and Ms. K. Stinson are the pedagogues who administer the exam. Then, the list of ESL students is confirmed, a date for each sub test is set, and then letters for testing are translated and sent to the students' homes. Letters--in English and all native languages-- are sent out a month before the NYSESLAT's administration, these letters are also available during the spring parent-teacher conferences and they are sent home with students a week before the administration of the NYSESLAT. In addition, the faculty and administration are notified of the list of ELLs who will take the NYSESLAT and the dates of testing at these same times. One administrator is chosen to administer the speaking part and two ELA teachers are chosen to assist with the speaking sub test as well. Afterwards, the speaking part is administered, two to three students each day from the open of the window for its administration until the close of the window for the speaking part. The 6th graders are tested for Listening and Reading on the first of two testing days for the administration of the NYSESLAT, and the second day is for the writing. The administration for the 7th and 8th graders transpires in the same manner.

All staff members are notified that the test is untimed so are made aware that testing may take from 3.5 hours or until the end of the day.

ATS reports are also generated twice a month to check the eligibility of a student being moved into our monolingual ESL program. Even new admits names' are added onto compliance lists (lists of students entitled to take the NYSESLAT, entitled to glossaries and dictionaries, translation services, extended time and instructional strategies used for ELLs of varying levels).

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.   
A review of parent choice forms shows that in all cases parents choose ESL at MS113 over bilingual education programs at other schools. In other words, the trend in the school indicates that parents opt for ESL at 113 even though the only program offered is ESL. In addition, there is little to no data support the trend as the numbers of new admits to the public school system we have coming to MS113 is so low (at least within the last five years). So, yes, the program models at MS113 are aligned with parent choices because we have all entitled students in ESL groupings based on the English proficiency level and based on the fact that parents choose the ESL program at MS113 as the form of instruction for their children. Where a bilingual program would clearly be the

most beneficial for a student (because a student is not making progress, however, the counselor, Mr. Krevsky will schedule a meeting to discuss the matter with the parent, and if need be, the pedagogues mentioned in section 4 will help with translation. If a student is really not faring well, and a parent chooses that a student remain at MS113, a plan for academic intervention is investigated by the ESL coordinator, Ms. K. Stinson and Ms. J. Nagle, the AP of Compliance, and the network specialist is contacted as well. The guidance counselor, Mr. Krevsky, and the assistant principal of compliance are also available to answer questions about the ESL program at MS113 and other programs existing for ELLs at other schools. Additional parent orientations are held as needed.

## 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])?

Students' NYSESLAT scores are closely reviewed in addition to their ELA and Math scores in order to design a pull-out program. First, this analysis proves to be useful for deciding where to group the Intermediate level students. Second, the evaluation of scores helps to determine how grouping is established, by grade level and then proficiency level. This year, it was decided that the 6<sup>th</sup> grade Intermediate students would be grouped in their own section separate from the Advanced level students. This grouping of Intermediates will hopefully allow these students who need to make little gains in ELA scores to achieve a higher score by moving from level 1 to a 2. In addition, this grouping will ensure that students are not overpowered by stronger students, and can therefore be more engaged and prompted to make academic achievements within and outside of the ESL classroom. The Beginner level students are grouped together regardless of grade due to the fact that an analysis of their scores has determined it is better for them to travel in a group of their own. Finally, the 7<sup>th</sup> and 8<sup>th</sup> grade students being Intermediate and Advanced, primarily Advanced, make up their own groups; in this manner the class acts as a group that can benefit from looping, there is a better teacher-student ratio and greater ease with establishing homogeneous and heterogeneous groupings (based on activities) for more purposeful, effective lessons for the students.

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

below)?

The Beginner level students are a combination of students from 6<sup>th</sup> to 8<sup>th</sup> grade and they receive the mandated 360 minutes of instruction. The 8<sup>th</sup> grade students receive 180 minutes of instruction: Advanced and Intermediate level students. The 7<sup>th</sup> grade Advanced students receive 180 minutes of instruction, and the one 7<sup>th</sup> grade Intermediate student receives pull-out and push-in services, and so receives as close to her mandated minutes of instruction as possible: 315 minutes. The 6<sup>th</sup> grade Advanced students receive their 180 mandated minutes of instruction whereas the Intermediates receive their 360 mandated minutes of instruction as well. The students are grouped based on their grade and proficiency levels with the exception of the Beginner-level students who are all grouped together. The school does not currently offer the a native language arts program, so the native language is developed implicitly. The ELA minutes of instruction are such that each student receives 320 minutes of instruction. For those students who do not receive the full mandated minutes of instruction, the network has been notified that the only reason those students are not receiving mandated minutes is because, contractually, the ESL instructor, Ms. K. Stinson, is already working 4 additional periods out of her contractual hours of instruction to service the ESL population at MS113 and has worked to the best of her ability to be in compliance for her students.

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

In content areas, Beginner-level ELLs receive a lot of modeling, graphic organizers, visuals and formulaic approaches as well as the assistance of bilingual paras when possible. They are buddied with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries and/or glossaries are made available. In addition, content-area teachers, as often as possible, for project-based work conference with the ELL instructor to develop and to design forms of scaffolding and differentiation for the specific needs of one or a group of ELLs in that specific content area classes. In addition, some teachers provide a list of content that can be reinforced in the ESL classroom or in the ESL-grouped extended day sessions. In turn, the ESL teacher also, creates assignments that allow students to explore their vocabulary development in ELA and ESL through the content, she frequently asks students to make connections between what they are learning in their content classes to her instruction. She gives assignments that are content-based as well. Further, the ELL instructor, to support the content area teachers, on an on-need and on-demand basis, will provide recommendations about how to align and to develop instruction specifically to help ELLs achieve on performance tasks. As a result, supplementary materials for visuals are used whenever available. Intermediate and Advanced level students are encouraged to use English dictionaries, yet all ELLs are given vocabulary development exercises. ELLs with special needs receive reinforcement in their self-contained classes where they are given opportunity and assistance in doing homework, in reading and in writing. In addition, specifically with Social Studies and Science content, graphic organizers, Venn-Diagrams, vocabulary word banks, videos, and realia have proven to be a powerful means of making information comprehensible for all of our ELLs, even former ELLs.

The materials used in each program are used for sheltered English and ESL delivered using the CALLA method. The materials used novels or poems for each grouping, non-fiction (science or history-based) or informational texts, and, during test preparation, Attanasio NYSESLAT materials. The ESL teacher develops her lessons for the delivery instruction by using the CCLS; she specifically uses the standards to drive instruction, particularly in areas where the students need improvement and she develops lessons and performance tasks that are aligned with CCLS performance tasks and that use the CCLS academic language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Our greatest ELL populations are Bengali and Spanish speakers. So, students who are Bengali-speaking or Spanish-speaking are encouraged to discuss tasks, whatever the modality, before they begin to execute them. In addition to having classroom vocabulary translated in advanced in order to make content more comprehensible for all the school's ELLs, the bilingual paras are asked, on a needs-basis, to attend ELL classes or to assist with reading or writing assignments to ensure that students can achieve to the task with as much success as possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Last year, the diagnostic used was informal: a baseline assessment in writing. A periodic assessment was not offered. However this year, the MOSL that was mandated by the state for ESL was used to assess the modalities of reading and writing, and the periodic assessment has been used to measure the modalities of reading, writing and listening. Students are frequently assessed in their reading and writing skills for on-demand writing developed according to CCLS, and with the use of CODE-X instructional routines, the modality of speaking as well as discussion is embedded in each unit. The students are assessed on their speaking on a daily basis as participation in class must be written and spoken; students are informed every day that they are to meet expectations by being heard every day and by having written every day (the amount is determined by the task of the day). The focus for the school this year is discussion and questioning, so in this manner, the modality of speaking is going to be evaluated

throughout the year without question during classroom instruction. In fact, speaking prompts have been posted in all classrooms. In the ESL classroom, accountable-talk sessions are periodically offered as a form of assessment for which the students are thoroughly prepared; discussions echo questions raised in writing activities and share-outs from previous lessons. Students are evaluated in reading and listening during periodic assessments that take place in the fall and in the spring. Otherwise, students are often assessed on their ability to report information they exchanged with a partner during classroom lessons. Writing and reading are assessed in the ESL classroom on a daily basis for low-stakes assessments such as completing graphic organizers and reading-for-information tasks to enable students to share-out as means of supporting a claim (using academic language and prompts, course). In addition to in-class writing assignments, students are graded on their completing of graphic organizers and then for the published form of writing, on their ability to synthesize that information in paragraph or essay form that is cohesive, organized, full of topic and concluding sentences, transition words, text-domain vocabulary and a display of the students's understanding of the conventions of standard written English.

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).

**a.SIFE Students**

For SIFE students, high-interest novels are provided as reading materials. We offer explicit ESL literacy skills and instruction (sheltered instruction, writing assignments that provide prompts, topic and concluding sentences and explicit instruction on how to transpose graphic organizers into cohesive writing pieces, paired work, homogeneous grouping, heterogeneous grouping with more proficient students who speaking their native language, visual aids, realia, videos and an activation of prior knowledge). ELLs at MS113 also have access to a leveled reading library that includes low-level to mid-range novels for independent reading. SIFE students are instructed in the same manner as long-term ELLs otherwise. See below.

**b.0-3 Years.**

There is no student who is paired with a 1-1 paraprofessional, yet, students are paired with bilingual paraprofessionals when needed. They are also provided with leveled work, passages on 1st to 8th grade reading levels depending on their proficiency level. They work on vocabulary development, and, when necessary, translation from native language to English. They work on developing their listening and speaking skills first. ESL teachers also coordinate with core teachers and help them develop scaffolded activities with templates for writing, provide them with bilingual dictionaries, inform content teachers of testing accommodations and after school tutoring. During high-stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries with the exception of the Fulani speakers. This year, exams are also administered in their home language when available, and if requested.

**c. 4-6 years.**

These students also read high-interest novels and spend time on guided reading and writing activities: Common-Core based and NYSESLAT writing assignments. We incorporate small group work based on ability level. Academic language and vocabulary for Common-Core based directions are directly taught in preparation for state exams. After school tutoring is offered to prepare ELLs for exams to allow teachers to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high-stakes testing periods, students are tested in separate locations and given extended time.

**d. Long-Term ELLs**

Long-Term ELLs, who do attend school regularly, receive instruction which targets literacy skills explicitly. The Long-Term ELLs have needs similar to Advanced students who need to prepare to transition out of ESL. As a result, their reading goals are to read with more fluency and fluidity, to recognize and to change word groupings (i.e. adverbs to verbs, nouns to adjective and vice versa), to cite for information that supports claims, and most importantly to unpack information in writing and reading tasks so that the direction are clearly understood and tasks successfully rendered. Students also work on paraphrasing, using synonyms, employing text-domain vocabulary and writing prompts. In addition, they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing processes also include workshops and peer-editing. Templates for Common Core-based questions are also used. Students are encouraged to read and reread, to participate in think-alouds, discussions, and group work. The Long-Term ELLs in our school are either placed at the Intermediate level or the Advanced level. Efforts are, on a regular basis, made to have students reflect on their own language learning process—metacognitive self-evaluation—and experience to discover ways how they have made gains and/or how they continue to improve. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries. State exams in their home language are offered when available, and if requested.

e. Former ELLs' scores are also assessed. Those students who do place out are invited to continue services, specifically those students who have made considerable scores due to the fact that services were rendered and the student invested his or her time into achieving his or her own academic goals for the year (in either or all of the modalities: speaking, listening, reading for writing). The names of students who are Former ELLs are also given to instructors. In addition, the instructors are invited and encouraged to look at ARIS for Math and ELA scores. In addition to delivery of instruction within content areas, the instruction parallels that given to Long-Term ELLs.

Like Long-Term ELLs, for up to two years after passing the NYSESLAT, our former ELLs are grouped in classes where there is an emphasis on vocabulary, and thanks to our stream-lining of academic intervention for our students, Code-X published by Scholastic, is used from grades 6-7. With this resource for English Language Arts instruction, students will learn how to take ownership of high-occurrence words and text-domain vocabulary so that, once the text complexity increases, they have a means to comprehend readings. Students learn the forms of words (verbs, nouns, adjectives), collocations of words, and how to employ them with sentence frames and examples generated by dint of paired activity completed in class. In addition to vocabulary development, the routines that Code-X gets students accustomed to requires them involve reading and rereading texts to unpack deeper meanings with each read, to participate in think-alouds/ discussions and to complete group work to promote language development that is embedded rich content-based learning directives. Further, for the delivery of instruction within content areas, the instruction parallels that which is given to Long-Term ELLs. Lastly, the school is working with Michelle Kunnen to engage in an Aussie-led targeted goal intervention program to ensure the success of students, specifically one that will help ELLs. Consequently, Ms. Kunnen is working with MS113's educators to assist them with developing scaffolded lessons that aid the development of text-domain vocabulary and language functions. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries or dictionaries. State exams in their home language are offered when available, and if requested.

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?

A list of students with disabilities is generated from the RLAT report from ATS, and it is cross referenced with SESIS. Further, the ESL coordinator confers with the speech pathologists, Ms. Zaurova and Mr. Bousis, Mr. Krevsky, the guidance counselor and the SETSS provider, Ms. Demetrius to ensure that ELLs with disabilities receive mandated support services from these pedagogues and that there is no conflict between the ESL program for their grouping and speech, counseling or SETSS services to be received as well.

A small number of our ELLs have disabilities that do not impede their cognitive processes at all; some will be decertified soon but can still benefit from the extension of services or they are students who need counseling or speech services. All For those who do have disabilities that impede their ability to grasp a firm understanding of content, the school is learning that some of these students are performing poorly on high-stakes testing due to difficulty in comprehending organizational patterns of the text, connecting events to themes and understanding the extensive vocabulary. Their ability to process and synthesize information in written form impedes their academic success. The greatest problem is writing essays. Recalling details of the content and the pace of instruction moving too quickly for ELLs are yet other challenges. In addition, the students are weak in their comprehension of the overarching themes and the big ideas. As a result, for ancillary materials, content area teachers use content-based readers—when available—such as National Geographic and Discovery Kids. In addition, as often as possible, experiments, hands-on manipulatives, realia and graphic organizers and word walls help students make thematic connections, recall information and establish prior knowledge they can build on. In order to establish comfort with the high-stakes testing verbiage, the school has decided to have a uniform use of design of learning objectives: one that employs Webb's Depth of Knowledge so that Common-Core based tasks seem less foreign and daunting to our ELLs, especially those of our ELLs who hold IEPs.

All novels are chosen based on lexile level and they are also chosen from teenage literature listings. Choosing popular or high-interest novels and instructional materials that reinforce history and science curricula accelerate language acquisition. Further, by engaging students and increasing exposure to text-domain and academic vocabulary, by familiarizing students with tier II and/or tier III vocabulary the chances of their understanding background information and of retaining the central ideas of units increases. The ESL teacher has attended one all-day November, one all-day December and an additional all-day January professional development conference to become fully integrated in the Scholastic-published Code-X literary resource MS113 is using for English Language Arts instruction. As a result, the routines in the literature chosen for the ELLs (Stargirl by Spinelli, Divergent by Roth, The House on Mango Street by Roth and How to Make Lemonade by Wolffe) are used by our ESL teacher, Ms. Stinson. In this manner, students are familiar with the structures embedded in lessons so that they can easily take ownership of high-occurrence words and text-domain vocabulary so that, so that writing and discussion activities allow for comprehension to go up even when the text complexity increases. The ESL teacher also frames short responses and extended writing tasks in the same manner so that rigor is Common-Core based, scaffolded and familiar to students. The consistency of routines gives students repeated practice with writing and talking about literature using academic language, and more importantly, the repetition of

routines also gives students confidence in their ability to perceive their success. Finally, once again, the focus for the school this year is discussion and questioning, so in this manner, the modality of speaking is going to be evaluated throughout the year without question. In fact, speaking prompts have been posted in all classrooms. In the ESL classroom, accountable-talk sessions are periodically offered as a form of assessment for which the students are thoroughly prepared; discussions echo questions raised in writing activities and share-outs from previous lessons. In addition to in-class writing assignments, students are graded on their completing of graphic organizers (that are partially-completed for them or completed during paired work) and then for the published form of writing, on their ability to synthesize that information in paragraph or essay form that is cohesive, organized, full of topic and concluding sentences (thanks to grouped writing workshops), transition words, text-domain vocabulary and a display of the students's understanding of the conventions of standard written English.

To ensure all ELLs with disabilities receive services on their IEPs, the ESL student list is cross-referenced with the list of students with disabilities. In addition, ARIS is cross-referenced with SESIS by the ESL teacher. Then, the special education instructors (Ms. Christal Demetrius, Ms. Zaurova, Mr. Boutsis) meet to make sure that student schedules allow for students to receive all of their mandated services without conflict, especially for ICT, SETTS or counseling. Finally, the schedules are based on level of proficiency and not ability. So, students with disabilities are always interclasssed with higher performing students with whom they can work. The list generated from ATS, the RLAT, allows the ESL teacher to ensure that all students entitled to ESL services are captured as well as students who are needs-based.

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?

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal-setting play a substantial part in the instruction for some of these students. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with handicapping conditions or emotional disorders that may impede academic success. More scaffolding and direct teaching of vocabulary is used. Instruction incorporates a variety of learning styles. Otherwise, aside from accommodations that ELLs with IEPs receive as per their educational plans, modifications and instructional goals for the year, instruction parallels that given to Long-Term ELLs and Former ELLs.

Students with disabilities are inter-classed with undisedbled peers. The one student who spends one 40-minute period a week without her peers is the one 7th grade Intermediate-level student who is in a class with 7th grade Advanced students. Since she needs more ESL instructional time, she meets with the ESL teacher in addition to the 4 periods (180 minutes worth of class time) alone. What is an advantage for her is that she is in a self-contained class, and since she has been ESL, the grouping with higher performing students has allowed her to find her voice more, to participate more rigorously in class discussions and to find the assistance she needs to complete more in-class and homework assignments readily.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	N/A
Social Studies:	0	0	N/A
Math:	0		
Science:	0		
0	0		

### Courses Taught in Languages Other than English ⓘ

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

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

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

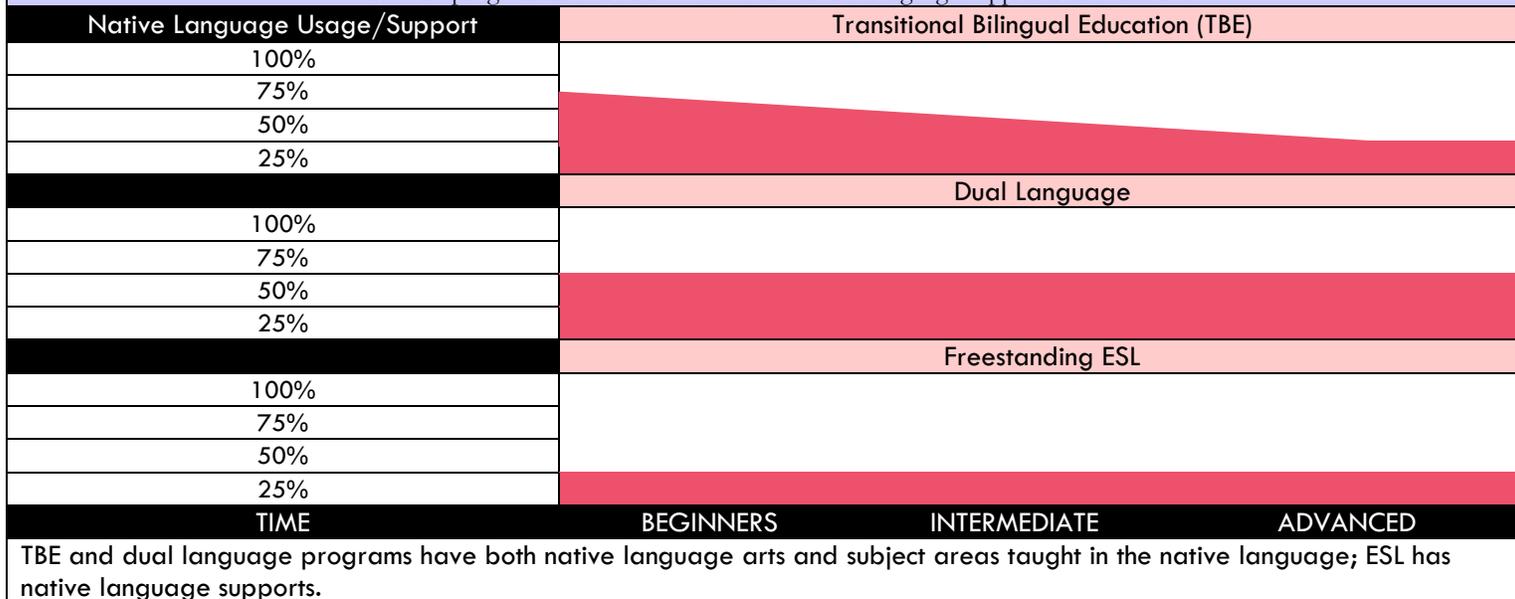
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



## 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.

For now, one of our Special Education math instructors has kept the ESL instructor up-to-date with math vocabulary that is important to reinforce for the units taught so far. The school has also purchased Scholastic's Code-X textbooks: a standards-based literary text that references other disciplines.

In addition, the school is still developing its intervention program for ELLs, especially with our growing ELL population. Ms. Kunnen, the Aussie consultant whose background is in ESL education, is now leading professional development workshops to engage all students, yet ELLs in particular as well.

Once again, since the school's goal is to engage all students, ELLs included in classroom activities and discussion, there is more attention to lessons being scaffolded for department common planning as well as using and visuals, video, and realia being incorporated for the effective roll-out of instruction.

In ELL classroom discussion, the ELL instructor asks the student to make text-to-self connections, to share idiomatic expressions to develop a sense of community, to write journal entries in students' native language, to discuss content with other students who speak their native language in that language.

In order to enable students to become self-reliant, bilingual dictionaries and content area glossaries are available in classrooms. Further, conferences with instructors are held on an on-need basis as well as communication by email

Finally, the intervention program groups the lowest level of ELLs in the the school-wide 37.5 minute-extended day program. The students work on targeted areas of instruction as outlined by the ELA and math curricula, and again, they are grouped by level. Consequently, it is Beginner and Intermediate-level students who attend the ELL-guided extended day which meets from 2:24 until 3:07 pm, from Monday through Thursday, and focuses on math and ELA in alternance on a weekly basis.

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

The implications of the data are that MS113 educators must continue to reinforce speaking, listening, reading and writing skills in order to promote success in the ESL program, but more importantly to focus on reading and equip students with the necessary tools they need to succeed in all content areas. Instructors must also continue to put emphasis on utilizing graph interpretation to promote visual understanding and critical thinking. Just Code-X employs, there will be an increased emphasis on the use of graphic organizers and Venn diagrams for pre-writing as well as utilizing established rubrics. These strategies are geared towards challenging students to transpose information from pre-writing grids into the writing tasks (journal, essay, short paragraphs, argumentative essays) that will help students develop their ability to synthesize ideas and overall comprehension or ability to express themselves in writing.

The results of tutoring have proven that students are prepared for the NYSESLAT and that they do benefit from smaller group settings for personalized instruction. Students who are more reticent to participate or to ask questions in general education classes, who have come to tutorials to strengthen math, reading, writing and science skills, i.e.: comprehension and execution of tasks or activities, have shown that this support has been beneficial to their acquiring knowledge and achieving academically.

Repeated from Part III, number 8.

The success of the program is evaluated by cross-referencing data comprised of ARIS scores, NYSESLAT scores and their ELA and Math scores. The ESL teacher analyzes how students' attendance, performance in the ESL program is, first and foremost, reflective or dovetailed with students' performance on state exams. Similarly, the ESL instructor also has students analyze their own scores at the beginning of each year. They are to list how they perform in each modality, to list their lowest scores and explain how they expect to improve, to list how many more points that they need to make in order to test at the next level of on the NYSESLAT. So, in this way, the teacher and the student are aware of whether or not the students were able to make the gains they were expected to make in each modality of the NYSESLAT, yet specifically, the modality in which they scored the lowest.

The ESL teacher also uses the data from these scores to predict and to generate a list who are the precipice of passing. The teacher also uses the data to generate a list and to predict a list of students are expected to make progress-move from one level to the next only (most students, the trend at MS113 shows, are so close to moving from one level to the other, that it is not expected that they make progress by achieving that 40 pts they need to make in modalities). So, at the end of the 2012-2103 academic year,

15 out of 18 students were expected to pass leaving the rate of students testing out at 83%. In addition, 17 students were supposed to make progress, based on the review of the data as aforementioned, and 15 students made progress: 83% as well. The need for cross-referencing that data is also helping in getting students invested in their studies. For example, the ESL teacher has the students closely look at their ELA and math scores, and how they performed on each band. She looked at how many of her ELLs needed 0.15 to .01 points to scores at the next level. Based on the number of students who took advantage of Saturday and after school programming and who were invested in their learning, the ESL instructor expected, after reviewing data, 11 students to move to a level 2 if they were level 1s or to a level 3 if they were level 2s. Ten out of the 11 students met that goal.

The data proves that the analyses of her students provides our ESL instructor with the means to really know her students and how to help them make progress. Identification and awareness of students and their levels, how they learn best is a fundamental step to making our program for ELLs effective. Attendance is reviewed, the use of the writing framework and how it helps students write more cohesively is reviewed, how the ESL teacher tries to, to the best of her ability, align instruction with content-area teachers, and reveals that the success of our program is mixed. Though the social aspect of the program, the fact that the students feel comfortable and trust the instructor as well as the parents, the fact that there is positive feedback from parents and staff members who feel that they see ESL students making progress even in raising their hands in class (they are gaining confidence to try), in speaking and writing is becoming more fluid, there are still improvements to make. In terms of academic gains, 65% of our ELLs are performing according to standards for exams and for passing and achieving in content-area classes. In terms of inclusion and recognition, ELLs are fully integrated into the school's mission and activities. Programming decisions are made according to a student's language proficiency and extra support is given as mentioned above. There is still a need to aim for grouping ELLs in the same homerooms so that push-ins are a viable option for servicing our ELLs. For the time being, the pull-out system allows for most of our ELLs to receive their mandated minutes of instruction.

ARIS scores are reviewed weekly the first month of September, marking period grades are reviewed at the end of the marking period, periodic assessments and MOSL scores are reviewed when they become available. Attendance is reviewed weekly and this has proven to be effective because the students have learned to see that reaching for higher is attainable.

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

Title III funds provided the means to purchase software for the delivery of instruction to assist our newcomers, LTELLs and ELLs with disabilities across the disciplines. First, the Rigor Program provides instruction, practice and assessment while reinforcing mastery of critical skills. It focuses on the individual needs and desires of students, and so accommodates their different learning styles. The program targets Common Core Standards for both mathematics and language arts at all grade. Further, the SuccessMaker software differentiates reading and math instruction for students in grades K-12. It provides instruction, practice and assessment, focuses on students' needs, and accommodates their different learning styles. It is Common Core Standards-based for Math and ELA. Finally, Cengage Learning Inc. is a workbook that provides fundamental vocabulary building and grammar exercises for Beginner ELLs.

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

No programs 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.

Students audition for the school's performing Arts programs, and to the best of availability and their performance, can participate in the talent of their choice. In addition, all students are eligible to attend Long Island University's after school enrichment program, however many of our school's ELLs choose to participate in our instructor's enrichment program. The after school ESL tutoring takes place on Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. Yet, in the month of March, tutoring hours is extended so that they end at 5:30 p.m. The Tuesday and Thursday sessions are led by our ESL instructor who serves 2 to 8 students depending on student availability. The Saturday program begins at 9:00 a.m. and finishes at 1:00 p.m. The Saturday program is also be led by our sole ESL instructor who serves 8 students depending on student availability.

During these programs, students read novels to build vocabulary, reading fluency and stamina. Many of the students need to participate in literature circles as they do not spend enough time reading at home, nor do they have someone to read with or who can engage them in critical thinking at home. Consequently, the ESL instructor will, first and foremost model reading fluency and fluidity during each tutoring session. Through modeling, she will teach the students pacing, she will teach how to let punctuation guide the reading of the text, and she will instruct how to give meaning to the text with inflections, emphasis on certain words and by means of activating the schema.

After our ESL instructor models strong reading of literature in the literature circles, not only will students then practice reading aloud themselves, but as our ESL instructor has chosen high-interest novels, students will build an appetite for reading as, each session, they

will feel the suspense of the plot movement and the reward of reading for pleasure during each tutoring session.

In addition to reading, students will be instructed to decipher meaning of new vocabulary words from context clues. In addition, our English Language Learners will evaluate how the main idea of the novels used in the literature circles is developed, they will practice supporting claims with textual evidence, they will analyze and discern characters, they will ask questions (critical thinking) related to the author's purpose, characterization, plot or text-domain vocabulary, they will engage in making text-to-text/text-to-self/text-to-world connections all to achieve this goal: to become more adept at literary analysis and response. If they can use prompts to discuss literature, this methodology will not only aid our ELLs in improving how they write to convey their understanding of the text, but in helping them to translate those verbal constructs into cohesive writing.

In addition to participating in Common Core-Based reading tasks, our ELLs will explore cognates, antonyms and synonyms. They will also explore using all of the verb tenses: present perfect, past perfect, progressive, conditional and passive in order to make gains in their ability to execture grammatically polished writing.

As speaking is an integral part of language acquisition, in order to guide students to use their conversation to increase their ability to speak academically, the literature circle will enable students to discuss and evaluate the important details of our reading. In addition, they will give their opinions about characterization, theme and central ideas.

Aside from the literature circles, tutoring sessions will allow for students to strengthen grammatical skills and argumentative writing skills. Closer to April and May, students will prepare for the ELA, Math and NYSESLAT exams. All work will tackle NY State Common Core Standards of reading and writing.

Finally, the Academic Zone is a program that is offered by Ms. Zan Taylor. She directs students for homework help, and then has the students participate in varied sports activities. There is no success in sports without academic perseverance, hence the title of the program. The school also offers classes with Long Island University that are craft and recreationally based. The program is open to all students, yet our ESL instructor confers with the program leaders so that they are aware which ELLs attend.

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

Students are encouraged to use Microsoft Word, PowerPoint and/or the classroom computers that have the ESL instructors list of on-line leveled readers and instructional math and grammar games. In addition, this year's Title III funds has incorporated the RIGOR program which is an interactive computer-based program.

All of the ELA teachers also have leveled reading libraries.

The House on Mango Street is used for the Beginner level students. How to Make Lemonade is used for the 8<sup>th</sup> grade Intermediate and Advanced level students. Divergent is used for the 7<sup>th</sup> grade Advanced and Intermediate level students. The 6<sup>th</sup> grade Intermediate and Advanced level students are reading Stargirl. Non-fiction articles amended from The New York Times, Code-X is used with the Beginner level students. The technogy used is minimal ass students are now mandated to use IXL for math class and many of the students already have technology.

Finally, the Aussie consultant, Ms. Kunnen and the network leader, Sharon Mahobir, are working closely with the Social Studies, Math and ELA departments to provide professional development sessions so that they can target the needs of low-level students like ELLs, students with disabilities and ICT/SETTS students.

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

Students are permitted to conference in their native languages, to write journal entries in their native language, to read independently in their native language. Programming also has students grouped with at least one speaker of their native language.

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

All required ESL services and resources are in alignment with students' ages and grade levels.

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.

Newly enrolled ELLs are invited to our audition and orientation weekend sessions. Within the first weeks of school, bilingual support staff is made available and teachers monitor students to identify strengths and weaknesses so that students are appropriately placed in September, especially the ESL instructor. Newcomers are introduced to a buddy or, in some cases, students with severe needs are introduced to a group of ELLs or FELLs in the school who speak their native language. Students are also acquainted with the ESL instructor, their assistant principals, and where to find the ESL schedule on all four floors of the school building.

18. What language electives are offered to ELLs?

MS113 is a performing Arts school, therefore, art, graphic Arts, theatre, dance, chorus and technology are all electives in which ELLs can choose to participate. These classes are Common-Core aligned, so reading and writing skills reinforce writing strategies learned

in ELA and ESL classrooms and help to develop text-domain vocabulary as well as writing through across the content through hands-on learning and experiential education.

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

1-2. Workshops in ESL methodology are offered through the network as a means of professional development days. For example, our ESL teacher attends professional development with the ELA staffs so that she has an informed means of aligning instructional content or methodologies with the department members. In addition, she has attended how-to conferences for the delivery of instruction for English Language Learners as well as how to use data to drive instruction for ELLs. In addition, teachers who confer or meet with our ESL instructor, on a needs-basis, receive informal training by the ESL teachers during some weekly departmental meetings. The ESL teachers also receive support in instruction and compliance issues from the network specialist and the administrative staff. Our ESL instructor also sends her data analysis to the entire staff so that that information can be used to inform her and the staff's instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of sharing this information is so that a greater number of ELL students can achieve academically, can develop academic language proficiency and, ultimately transition out of our ESL program.

Further, the school will be in contact with Mr. Joshua Metz, the ELL Compliance Specialist, in order to remain updated on professional development sessions that will inform the staff members of professional development for content-area teachers. For now, once again, the network specialist, Sharon Mahobir, and the Aussie Consultant, Ms. J. Kunnen, are working with staff members on a series of professional development sessions to help the MS113 staff realize the goals for academic improvement--as outlined by the chancellor--and there is a focus on group activities and scaffolding that will enable to ELLs, SETTS and ICT students as well as students with disability to achieve success as well as general education students.

The ESL teacher, Ms. Stinson, has attended a meeting in November to review resources to help one of her newcomers. In addition, she has attended in October, a training on Code-X run by Scholastic, and in December, one led by the ELA assistant principal. She will also attend a final training on implementing this program on January 16. During the sessions, she exchanges information with other educators about how to make this rigorous text accessible to ELLs. In addition, Ms. Stinson, in September and January 10<sup>th</sup> and January 13<sup>th</sup>, has attended meetings led by the ESL Compliance Specialists to get a training on Kinsella's approach to the explicit instruction of vocabulary, ESL tasks, ATS and new coordinators' responsibilities, and NYSITELL training. Finally, Ms. Stinson has communicated to the Office of LA Coordinators, that she is interested in attending any training available for a professional development conference about how to make sure translation and interpretation services are to be made available for the parents of ELLs. Within the upcoming months, our ESL instructor will also attend any available training that is Common-Core based, based on writing and reading of informational texts or related to explicit ELL instruction.

3. Our ESL instructor has developed an exit interview for her students and she has also has provided them with a list of how to get acquainted with their schools before they start the new school year. Eighth graders are also encouraged to inform themselves about the form of instruction (free-standing or pull-out, the amenities available at the school, about mock Regents available, about after school or Saturday programs, course outlines and reading lists so that they can become more informed of the standards and expectations they must meet before the school year commences.

The testing coordinator and assistant principal of compliance have also attended network-led and organized trainings specific testing of all students--ELLS included--and the services of ELLs and students with disabilities. The ELL instructor will also email the ESL compliance specialist to obtain information about content-area based trainings for content teachers of ELLs as well as for the guidance counselor and the parent coordinator. Since the school is developing its ELL program, many of the specific activities and professional development for ELLs and specific to the education of ELLs or the parents of ELLs need to be established too.

4. The assistant principal of compliance will have generated a list of teachers eligible for Jose P. training. This assistant principal, as well as the ELL instructor, will keep these names on file. Then, the attendance of Jose P. trainings will require that an attendance sheet will be signed as well as an evaluation form; both administration and the ELL coordinator will maintain those documents. Jose P. will be rendered to include a comprehensive overview of basic ESL key terms and programs. Teachers will have been provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers will also have the ability to bring in their own lesson plans and teaching materials to work one-on-one with our ESL teacher to add modifications

and to differentiate their materials for the ESL population.

The Jose P. training will include, as always, profiles of different levels of ELLs--beginner, intermediate and advanced. The profiles will also include former ELLs and students with disabilities. The training will also include accommodations, testing rights for ELLs (glossaries, interpreters, dictionaries, extended time, eligibility) as well as promotional criteria of ELLs for the different grades levels: 6,7,8. Further, the training will include sessions on SIOP and tier II and III instruction, the CALLA method, how to use prompts, word banks, sentence prompts vs. sentence strips as well as how to scaffold to make performance tasks, and lessons overall more comprehensible. Finally, the last session will involve teachers bringing in lessons and exams to make sure that testing and lessons being differentiated is put into practice effectively.

Tentative dates are February 3, February 11, March 12, March 19 and June 11 and June 18.

## 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?

The school is currently establishing its programs for parent involvement. It has only been since last year that there has been a full-time ESL teacher. So, for those reasons, the school is still developing means of fostering parental involvement for parents of ELLs. For now, the ELL instructor has contacted the LA Coordinator office in order to get information about translation and interpretation services. In addition, the school is still developing its means to incorporate to its parents in school-wide activities and in activities for the parents of students. For now, we have tried to make sure that the ELL instructor is notified of calendar events in advance so that flyers, memos, letters home and other documents can be translated as expediently as possible and in due time.

The notification of students entitled and no longer entitled to ESL services is given within the first weeks of school. The dates of the NYSESLAT exam, the right to testing accommodations and HLIS forms are all given to parents in a timely manner (at least a month in advance or as soon as the student enters the building if newly enrolled).

All communications of programming, testing, invitations to school events and enrichment programs are sent to the homes in English as well as Arabic, Bengali, French and Spanish. Parents are welcome to visit classes and to make appointments with the ESL instructor to discuss academic performance and achievement. In addition, during Curriculum Night parents can become aware of the academic expectations of teachers school-wide, they can get acquainted with teachers and materials used in the classroom as well as online resources that teachers find useful as ancillary learning materials. During Performing Arts Night, guardians are invited to see how the Arts are used to engage, to instruct and to help the whole child develop, especially ELLs and students with needs. Aside from parent conferences, there are parent outreach meetings to acquaint parents with the high school application process and graduation. All of these engagement activities provide parents with diverse opportunities to get better acquainted with the MS 113 school environment as a learning community and to see to how the needs of their ELL children are met. In addition, we have two bilingual paraprofessionals to assist students and families.

The evaluation of the needs of parents is based on the communication with students, informal survey of how many of their parents need letters translated, the level of proficiency of students and meeting with parents at school. The ESL teacher takes note of the students who need communications in their native language for their parents. If translation or interpretation is not possible, a call is given by one of the professionals in the building as soon as possible. Otherwise, a hard copy of communication is sent home in English, and the student is explained that the translation will be available as soon as possible. The turnaround time is usually 1-2 days thanks to the number of speakers of our students' native languages in the building.

Oral services and written services are established on a needs basis. However, for languages like Bengali, these students are coming from a tight-knit community and they often come to our school building, these parents, at the same time, so that they can assist each other and so that the Bengali-speaking paraprofessional is available for them at the same time too.

We are still, once again, a developing school when it comes to the needs of parents. So, translation and interpretation services still need to be developed. For example, the ESL teacher is in communication with the ESL Compliance Specialist to find an oral translator, if need be, for our Bengali or Fulani speaking students whose exams cannot be translated due to the fact that theirs is a low-incidence language, and therefore, publishers do not readily translate state exams in those languages.

Finally, the ESL teacher has a document, translated in all of the languages of the students of our school of questions to consider for those students who are transitioning from middle to high school. In order to prepare students and their families for making that transition, for enabling their children to succeed in high school, for helping their children to make the right choice of a high school, the ESL teacher has devised a list of questions to ask schools when determining placement: description of the ESL programs, activities for ELLs, Regents preparation classes, tutoring available, facilities, homework help, on line grading system--all means of determining how supported they will be at a said school.

## 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.

N/A

## Part VI: LAP Assurances

School Name: **Ronald Edmonds Learning Center**

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawnique Daughtry	Principal		1/1/01
Jeanne Morgan	Assistant Principal		1/1/01
Eric Figueroa	Parent Coordinator		1/1/01
Karin Stinson	ESL Teacher		1/1/01
George Garcia	Parent		1/1/01
Linda Lowry/Math	Teacher/Subject Area		1/1/01
Kayinde Harris/ELA	Teacher/Subject Area		1/1/01
Sharon Mahobir	Coach		1/1/01
Bonnie Butcher	Coach		1/1/01
Leslie Krevsky	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ezra Lewis	Other <u>School Psychologist</u>		1/1/01
Lydia Hunt	Other <u>Bilingual Para</u>		1/1/01
Ms.Shada Ahkter	Other <u>Bilingual Para</u>		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: 13K113 School Name: Ronald Edmonds Learning Center

Cluster: 2 Network: 211

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

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

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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.

First, the ATS report of languages spoken of students who make up our ESL population is generated in the beginning of the year and kept of file with the ESL coordinator. Secondly, the HLIS and parent interview is an indicator of the need for translation services or interpretation services. Finally, the ESL teacher, Ms. Stinson also conducts an informal survey with students, within the first weeks of school, of how much assistance the parents need for oral and written translation.

In addition, the language spoken at home is also included on the emergency card kept on file in the school's main office. For testing and ESL-related information, all communication is available in translation as it is sent to the DOE translation service well in advance so that the information can be disseminated to parents in a timely fashion. For last-minute informational sessions or events, the ESL teacher explains all information to students so that they can translate the information to their parents. Finally, the bilingual Spanish-speaking and Bengali-speaking parents are always available to assist with phone calls home.

The school is developing its translation services, however, the ESL teacher has explained how documents can be translated in a timely fashion, and the universal need for attention to this detail is constantly iterated by her during school-wide meetings, especially when testing and notices of testing are concerned. The availability of grading codes in the languages of our students for parent-teacher conferences, the availability of dictionaries and glossaries also makes it evident for staff that there is a need for translation and interpretation for our ELLs and their parents.

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

Overall, MS113 accommodates students and parents with translation and interpretation needs. Even when there is a last-minute need for a translator, there is always a staff member on hand to assist.

The school needs to continue to work on communication with teachers and administrators to make sure that flyers, and documents are generated in advance so that, if need be, they can be translated in our students' native languages.

The school also needs to investigate the services for oral translation for conferences for parents to make sure that the parents of ELLs feel supported by that service. Though the ESL teacher surveys students informally about whether or not their parents attend or will attend meetings at school, the general response is that, if they do not attend, is not because they feel they wouldn't have an interpreter, but because of the fact that they would need childcare. For this reason, overall, the students confirm that their parents feel welcome to take advantage of activities that occur at the school building.

## **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.

The school calendar is handed out. Any need for documents to be translated into other languages, the translation is available, has already been on file, or the information is interpreted for children who reside in households where there is no English-speaking resident. In addition, bilingual paraprofessionals check-in with homeroom teachers to ensure that if calls need to be made home for certain teachers that that form of communication is executed. Finally, information that is crucial to the academic success of ELLs is sent out in the languages that are available for on-location translation. Otherwise, the students are informed of the crucial details and if a paraprofessional does not call home to interpret that information, the student renders the translation him or herself. Many forms of communications that have to be available annually--testing dates, entitlement letters, continuation of services letters, tutoring letters, letters about homework and class expectations are already translated and kept on file. In the case where a soft copy is not available, hard copies are always kept on file too. i.e.: information about promotional criteria.

The school is still developing its translation and interpretation services, as outlined above. However, the staff and administration is aware that the languages spoken of our ELL population are Fulani, French, Spanish, Arabic and Bengali--Bengali being our largest population of ELLs. Therefore, many of the students are aware how to find our Bengali-speaking paraprofessional as are our parents. Again, the list of ELLs and the languages they speak as well as a need for translated is generated and emailed to the staff within the first weeks of school.

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.

For oral presentations, at the time that Bengali-speakers are welcomed into the school, the Bengali-speaking para professional is introduced to the Bengali-speaking incoming students. She then informs the parents and guardians that they can call the school and ask for her for assistance, she speaks to the students and informs them of her schedule and how to locate her if they need her and she visits the ESL classroom from time to time. The bilingual Spanish paraprofessional is not the only Spanish-speaking adult who can help with oral interpretation. There is a para-professional who is French and Spanish-speaking. She assists, just as the Bengali-speaking paraprofessional does, with oral interpretation once new students come in the building, to translate informational brochures or flyers, to sit in on IEP meetings or simply to interpret school-related items or the progress of students on our staff members' behalf.

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>.

Our ESL instructor speaks Spanish and French. The parents of those students whose parents do not speak English know that she has these linguistic capabilities, and when in need of her assistance, she has communicated information by email or by phone to them. As far as literature for those parents, pamphlets and information are available in Spanish for those parents. For the students whose primary language is Arabic or Bengali, thanks to the fact that there are Arabic-speaking or Bengali-speaking staff members, students or paraprofessionals to assist parents or guardians once they come into the building. The parents of our ESL students, thanks to our growing population of students--many of whom who are neighbors or extended family members of current students, feel more than welcome to come to the building and exercise parental rights--regardless of English capabilities.