

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: INWOOD INTERMEDIATE SCHOOL 52

DBN (i.e. 01M001): 06M052

Principal: MS. LUPE LEON

Principal Email: LLEON@SCHOOLS.NYC.GOV

Superintendent: MANUEL RAMIREZ

Network Leader: BENJAMIN SOCCODATO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lupe Leon	*Principal or Designee	
Zachariah Plotkin	*UFT Chapter Leader or Designee	
Yuderka Valdez	*PA/PTA President or Designated Co-President	
Vanessa Vega	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	
Blanca Aviles	Member/ Parent	
Susana Ramos	Member/ Parent	
Florinelly Arias	Member/ Parent	
Berquis Veras	Member/ Parent	
Karina Herrman	Member/ Teacher	
Pamela Ackert-Schons	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 25% of Level 1 students will achieve Level 2 or higher on the 2015 state ELA exam.

Comprehensive Needs Assessment

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

After conducting a needs assessment based on the 2014 NY State ELA state exam, the SLT determined that 39% of our students are at Level 1 in ELA. Therefore, the SLT agreed that focusing on increasing mastery in ELA should become a school goal.

Instructional Strategies/Activities

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

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

1. Strategy – Level 1 ELA students will be provided additional academic support to build stronger literacy skills. Activity – Level 1 ELA students will participate in and/or receive Academic Intervention Services (AIS), push-in services (for long-term ELLs), After School Program, and/or Title III Program (for ELLs) to improve their literacy skills.

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

1. All teachers will participate in ongoing professional development to strengthen their teaching practices in order to share responsibility for and improve the literacy skills of our students. Specifically, ELA teachers have received PD from our former consultant, Learner-Centered Initiatives, on conducting close reading experiences and will share their learning with colleagues during Teacher Team meetings. In addition, all teachers will receive PD on specific topics, such as Socratic Seminar, vocabulary instruction, differentiation, and providing scaffolds and support during Teacher Team meetings and/or Monday PD sessions throughout the year.

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

1. Teachers will measure progress throughout each unit along performance tasks and again at the end of each unit using an average percentage across content-specific tasks. Opportunities to modify instruction and/or provide additional support will be discussed during weekly Teacher Team meetings and content meetings with colleagues. Teachers will also look at evidence of student growth three times per year during Individual Data Meetings with school leaders.

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

1. At least 4 times per year. Teachers will determine student groups by the end of Cycle 1 of Individual Data meetings. They will monitor progress at the halfway and end points of each marking period following the first data meeting. This work will begin in October 2014 and end in June 2015.

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

1. Teacher Team meetings across grades occur once per week for 90 minutes and ELA content meetings occur once per week for 90 minutes. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. ELA teachers will use this information to provide additional resources for ELA Level 1 students, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.

2. Individual data meetings with school leaders occur 3 times per year for 45 minutes each.

Strategies to Increase Parental Involvement

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

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on ELA unit maps and their alignment to the Common Core Learning Standards (CCLS) to support parents in helping their children improve their literacy skills, as well as updating parents with pertinent information related to our school and upcoming events;
- We hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education;
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year;
- Parents are also invited to attend a Parent-Teacher Conferences three times a year (in addition to the September meeting) so that they can meet their child's teachers and discuss his/her academic progress. These meetings are in November, March and May. We also have time available on Tuesdays from 2:20 pm - 3:35 pm for teachers to make appointments to meet with parents to discuss ongoing educational information about their child;
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' needs;
- The principal has instituted a dialogue meeting with the parents where they bring up their ideas and concerns.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 20% of Level 1 students will achieve Level 2 or higher on the 2015 state mathematics exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting our needs assessment based on the 2014 NY State Mathematics exam, the SLT determined that approximately 44% of our students are at Level 1 in mathematics. Therefore, the SLT agreed that focusing on increasing mastery in mathematics should become a school goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Strategy – Level 1 math students will be provided additional academic support to build stronger math skills. Activity – Level 1 math students will participate in and/or receive Academic Intervention Services (AIS), After School Program, and/or Title III Program (for ELLs) to improve their math skills.
B. Key personnel and other resources used to implement each strategy/activity
1. All teachers will participate in ongoing professional development that strengthens their teaching practices. All teachers will receive PD on specific topics, such as Socratic Seminar, vocabulary instruction, differentiation, and providing scaffolds and support during Teacher Team meetings and/or Monday PD sessions throughout the year.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will measure progress throughout each unit along performance tasks and again at the end of each unit using an average percentage across content-specific tasks. Opportunities to modify instruction and/or provide additional support will be discussed during weekly Teacher-Team meetings and content meetings with colleagues. Teachers will also look at evidence of student growth three times per year during individual data meetings with school leaders.
D. Timeline for implementation and completion including start and end dates
1. At least four times per year. Teachers will determine student groups by the end of cycle 1 of Individual Data meetings. They will monitor progress at the halfway and end points of each marking period following the first data meeting. This work will begin in October, 2014 and end in June, 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher Team meetings across grades occur once per week for 90 minutes and math content meetings occur once per week for 90 minutes. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. Math teachers will use this information provide additional resources for math Level 1 students, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.
2. Individual Data Meetings with school leaders occur three times per year for 45 minutes each.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none">All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator (PC) that serves as a liaison between the school and families. Our PC provides parent workshops on math unit maps and their alignment to the Common Core Learning Standards (CCLS) to support parents in helping their children improve their achievement level in mathematics, as well as updating parents with pertinent information related to our school and upcoming events.We hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.

- Parents are also invited to attend a Parent-Teacher Conferences three times a year (in addition to the September meeting) so that they can meet their child's teachers and discuss his/her academic progress. These meetings are in November, March and May. We also have time available on Tuesdays from 2:20 pm - 3:35 pm for teachers to make appointments to meet with parents to discuss ongoing educational information about their child.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' need.
- The principal has instituted a dialogue meeting with the parents where they bring up their ideas and concerns.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 1/3 of the ELL students within the Transitional Bilingual Education (TBE) program will have been reduced from grade to grade. Data from NYSESLAT will be used to measure increase in proficiency level.

Comprehensive Needs Assessment

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

After conducting our needs assessment based on the ELA state exam and the NYSESLAT, the SLT determined that approximately 26% of our ELL students performed at Beginning Level on the NYSESLAT. Therefore, the SLT agreed that focusing on increasing proficiency in English as a Second Language should become a school goal.

Instructional Strategies/Activities

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

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

1. Strategy – English Language Learner (ELLs) students will be provided additional academic support to build stronger literacy skills. Activity – ELL students will participate in and/or receive Academic Intervention Services (AIS), push-in services (for long-term ELLs), After School Program, and/or Title III program (for ELLs) to improve their literacy skills.

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

1. All teachers will participate in ongoing professional development that strengthens their teaching practices. Specifically, ELL teachers have received PD from our former consultant, Learner-Centered Initiatives, on conducting close reading experiences and will share their learning with colleagues during Teacher Team meetings. In addition, all teachers will receive PD on specific topics, such as Socratic Seminar, vocabulary instruction, differentiation, and providing scaffolds and support during Teacher Team meetings and/or Monday PD sessions throughout the year.

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

1. Teachers will measure progress throughout each unit along performance tasks and again at the end of each unit using an average percentage across content-specific tasks. Opportunities to modify instruction and/or provide additional support will be discussed during weekly Teacher-Team meetings and Content meetings with colleagues. Teachers will also look at evidence of student growth three times per year during Individual Data Meetings with school leaders.

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

1. At least 4 times per year. Teachers will determine student groups by the end of Cycle 1 of Individual Data meetings. They will monitor progress at the halfway and end points of each marking period following the first data meeting. This work will begin in October, 2014 and end in June, 2015.

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

Teacher Team meetings across grades occur once per week for 90 minutes and ESL content meetings occur once per week for 90 minutes. These weekly meetings will encompass a 2 period content meeting so that teachers can discuss and refine instructional strategies, as well as designing lessons and assessments, specific to their subject area. The additional 2 periods per week will be used for cross-content, grade-level meetings so that teachers can collectively examine student work/performance on formative assessments. ESL teachers will use this information provide additional resources for ELL students, track student progress, evaluate the effectiveness of their instructional strategies, and modify their instructional practice to improve student outcomes.

Individual Data Meetings with school leaders occur 3 times per year for 45 minutes each.

Strategies to Increase Parental Involvement

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

- All parents are encouraged to actively participate in our school and are encouraged to attend School Leadership Team and Parent Association meetings. We have a Parent Coordinator

(PC) that serves as a liaison between the school and families. Our PC provides parent workshops on ESL methodologies and testing modifications for ELLs. The parent meetings are also designed to update parents on pertinent information related to our school and upcoming events.

- We hold monthly parent meetings, by grade, to inform parents about our curricula, upcoming exams or events, and provide the information and training they need to become more involved in the planning and decision-making process as it relates to their child's education.
- Our school holds a Back-to-School night on the third Thursday each September. All students and parents are invited to come to the school, meet with supervisors and teachers, receive important information, ask questions, and tour the building in order to prepare for a successful school year.
- Parents are also invited to attend a Parent-Teacher Conferences three times a year (in addition to the September meeting) so that they can meet their child's teachers and discuss his/her academic progress. These meetings are in November, March and May. We also have time available on Tuesdays from 2:20 pm - 3:35 pm for teachers to make appointments to meet with parents to discuss ongoing educational information about their child.
- All meetings are held in both English and Spanish. All written documents are also provided in English and the parents' native languages in order to accommodate the parents' need.
- The principal has instituted a dialogue meeting with the parents where they bring up their ideas and concerns.
- Parents of newly arrived students participate in a Parent Orientation session prior to the start of the school year in order to learn about the language programs available to their children and to decide which one best meets their needs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.													
X	Tax Levy		X	Title IA		Title IIA		X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.													

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- | |
|---|
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| D. Timeline for implementation and completion including start and end dates |
| 1. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers support students through guided reading activities and provide opportunities to demonstrate their understanding through writing. Teachers also support students in improving their ability to cite textual evidence in their writing.	Small Group	During the school day & after school
Mathematics	Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers work with students on improving their ability to understand key academic vocabulary, as well as providing practice problems and building independence in mathematics.	Small Group	During the school day & after school
Science	Students support students through a variety of strategies that best support student needs. More specifically, teachers work with students on improving their ability to understand key academic vocabulary. Teachers also support students in improving their ability to cite textual evidence in their writing.	Small group and one-to-one	During the school day
Social Studies	Students support students through a variety of strategies that best support student needs. More specifically, teachers work with students on improving their ability to understand key academic vocabulary. Teachers also support students in improving their ability to cite textual evidence in their writing.	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AIS is provided for referred students in need of additional support. Type of support is dependent upon student needs but may include academic and/or social/emotional support.	Small group and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Approximately 90% of our staff are highly qualified teachers (HQT). In addition, we also have a high rate of retention of highly qualified teachers. However, teachers not considered highly qualified are supported in meeting this distinction by making available to them Title I funds to earn the additional education credits necessary to become highly qualified. We also offer them the financial support to become National Board Certified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Our high retention rate of highly qualified teachers can be attributed to the ongoing, differentiated PD opportunities provided to all our teachers specific to their content areas. Essentially, our PD plan runs under three phases. Phase one is provided to all staff during the first 2 months of the school year and ensures all teachers understand our school-wide expectations. We lay the foundation for the year through training on the overall mission and vision of our school, annual goals, citywide instructional expectations, the CCLS, staff manual revisions, and various procedures & protocols that must be followed, including formal and informal observations, interclass visitations, and teacher-team expectations. Phase two provides PD to teachers that focus on specific areas of our school-wide rubrics. The key topics are selected as areas for improvement through observations, interclass visitations, and self-assessment practices. Phase three allows selected teachers to learn the theory of instructional practices by conducting and participating in book study opportunities. • A large number of selected teachers also participate in additional PD opportunities in all content areas provided by our consultant (Learner-Centered Initiatives), the DOE, and our Network CEI-PEA.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The STH funds are used to provide school supplies for these students. These funds also help to provide gym uniforms, which may be worn in place of standard school uniforms. AIDP funds are used to provide in-house services for these at-risk students in the form of personnel, (i.e. school family worker and community assistant positions to aid in attendance support). These funds are also to provide incentives for students with outstanding attendance.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
Teams of teachers collaborated to revise performance tasks within each grade level and subject area and to plan necessary scaffolds for various subgroups of students. Teachers were supported in this work through ongoing PD with our consultant, Learner-Centered Initiatives (LCI), as well as through our participation in the Common Core Lab. Further, a small group of literacy teachers worked together to create a set of school-wide rubrics to assess student writing across grades and content areas. Teachers provided PD to their colleagues on using the rubric to effectively provide feedback to students so that they may improve their own writing and the rubrics have been revised using teacher feedback over time. LCI also provided additional PD on how to provide effective feedback to students. Finally, teachers have been working together to design baseline assessments within each grade and content area. They will be revised throughout the school year.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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

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

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

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

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

- actively involve and engage parents in the planning, reviewing and evaluating of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are provided at least four times a year to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards and assessments by:

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

Support home-school relationships and improve communication by:

- conducting 4 parent-teacher conferences from September to May during which the individual child's achievement will be discussed as well as how this compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting. To this end every Tuesday during the school year (from 2:20 pm to 3:35pm) time where the teachers can make appointments with the parents to discuss their child's education in a timely manner;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this compact;
- participate in or request training offered by the school, district, central and/or state education department to 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.

DBN: 06M052

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 codes¹. 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 consolidated². **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	\$338,679.00	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$20,364.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,832,693.00	X	See action plan

¹Explanation/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.

²The **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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: Inwood	DBN: 06M052
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

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: Inwood Intermediate High School (IS 52) is one of the largest middle schools in New York City with approximately 489 students enrolled from grades 6 through 8. The student population comprises 94.5% Hispanic, 4.1% Black, and 0.6% White, and 0.8% other groups of students. The student body includes 149 - 30.78% English language learners, which is a higher proportion of students than is usual in similar schools. The district's Dominican population is one of the largest in New York City and nearly all students speak Spanish at home.

Language Instruction Program - As per the New York City Educational Policy, English Language Learners (ELLs) will participate in either Transitional Bilingual Education (TBE) or freestanding ESL. The purpose of this policy is so that all students will be given the support needed so that they may meet the highest standards. These programs offer students rigorous instruction in ESL and through content areas. Our TBE program will follow the guidelines of the New York City Policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency or when they are at intermediate level, instruction will then be changed to 50% English / 50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of ESL instruction - four periods of forty-five minutes each - for children at an advanced level of English and 360 minutes of ESL instruction - eight periods of forty-five minutes each for children at a beginner/intermediate level of English.

Our Transitional Bilingual Education (TBE) follows the guidelines of the New York City policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency to an advanced level, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of English instruction four periods of forty-five minutes each for children at an advanced level of English and 360 minutes of English instruction eight periods of forty-five minutes of each for children at a beginner/intermediate level of English.

Using the AMAO tool it provided us with the data as follows: 30.9% of the school's population are designated as English Language Learners (ELLs) and receive their instruction through the school's bilingual program, which consists of Transitional Bilingual and Free-Standing ESL classes. Newcomers will receive instruction in their native language as well as ESL, with emphasis on language acquisition and

Part B: Direct Instruction Supplemental Program Information

literacy skills.

-Of the 190 students that scored level 1 on the NYS ELA Exam, 80 were ELLs and 22 were both ELLs and SWD.

There are considerable challenges for English language learners in math. We may find that our ELLs use different processes to arrive at answers. Problem solving is not just language, but a thought process as well. Students from other cultures may be more concerned with getting the correct response than with the process that was used to solve the problem. They may not be able to justify their answers. Our current ELLs showed deficiencies on the NYS Math exam, scoring below grade level. Out of the 218 students who scored 1 on the NYS Math Exam, 92 students were ELLs and 17 were both ELLs and SWD.

After analyzing the data from ELA and math exams, the rationale for the Title III program is to give extra support to students in grades 6-8 in math in their native language / English according to their proficiency and English as a Second Language-ESL. The Title III program was designed to create a situation where there is reason, opportunity and purpose for using language. This includes but is not limited to: fractions, number theory, interpretation of charts and graphs, using measurement, solving algebraic equations / expressions and problem solving activities. There will also be role playing situations using ESL methodologies.

There will be approximately 100 targeted students expected to participate. The grade levels that will be attending are 6th, 7th, and 8th grade. We will measure increases in English Proficiency and core academic content knowledge of limited English proficient children with the NYSESLAT and NYS Math tests. The English language proficiency levels will be beginners, intermediate and advanced according to latest NYSESLAT scores. The programs are designed to prepare ELLs for NYS assessments.

The frequency of the activities will total 4 hrs. – 2 hours on Wednesday and 2 hours on Thursday from 2:20 pm – 4:20 pm. There will be equal time for math and ESL (31 sessions are planned for two days per week). There are a total three groups - with approximately 33 students in each. One of the bilingually certified teachers will push into two of the groups for 1 hour each and the provisionally certified teacher will push in the other group for the full two hours.

All postings will be done as per the UFT contract. Title III activities will start on November 12, 2014 to April 1, 2015.

Number of teachers participating: Five teachers will provide instruction to students and one supervisor will serve as a coordinator for the program. SAM # 53 clearly states that Title III teachers should have a bilingual extension or ESL license. Every attempt will be made and positions will be posted to fill them according to the regulations. The program supervisor will be Mr. Luis Tejada, whose normal work hours are 7:30am - 3:20pm Monday through Friday, hence he will be paid for only 1 hour each session. There are no other programs that have a supervisor during those times. Since we were only able to obtain one bilingually certified teacher and one provisionally bilingually certified teacher, we are using content area teachers for 2 of the ELA/ESL and 1 common branch teacher for math.

Program will include: Remedial Math and ESL. Also included will be coordination with academic

Part B: Direct Instruction Supplemental Program Information

intervention services in the areas of ESL and Math.

Materials used are as follows:

ELA / ESL - Group 1 - Reading by Standards Level G- RALLY! Education and Understanding Complex

Reading Level F - RALLY! Education

Group 2 - Language! Everyday English For Non-English Speakers and New York ELLs and teacher hand outs.

Group 3 - Rehearsing for the Common Core Standards Level F Reading, Grammar and Usage Workbook and teacher handouts

Math - Group 1 - Glance Skills Intervention for Middle School Mathematics, teacher made materials

Group 2 - Math handbook Glencoe McGraw-Hill in Spanish and teacher hand-outs

The support staff (a family worker, the Parent Coordinator, and the Program Coordinator) that will be working with the program will have a number of duties. They will be responsible for the maintenance and updating of attendance logs. These support staff also have the responsibility to make phone calls to the families of students who are not attending, are absent, or cutting. This support staff is working their normal daily hours and monies are not charged against Title III.

Part C: Professional Development

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

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

Begin description here: Teachers will be trained on how to provide extra support in the area of math remediation and ESL strategies to newly arrived students. The topics that will be included in the professional development include but are not limited to math and English instruction using different forms of ESL methodologies, as well as recommendations for teaching reading to ELLs and the importance of building background knowledge.

Staff development dates:

Date: January 9, 2015 from 2:20 pm - 3:20 pm

Title of Workshop: Using ESL strategies in the content areas

Part C: Professional Development

Presenter: Amanda Moody

Participants: Maria Rojas, Elisa Deegan, Premila Ashok, Pauline Sawyers, Filomena Borrero, Luis Tejada and

Date: March 6, 2015 from 2:20 pm - 3:20 pm

Title of Workshop: Strategies for ELLs taking the NYSESLAT

Presenter: Amanda Moody

Participants: Maria Rojas, Elisa Deegan, Premila Ashok, Pauline Sawyers, Filomena Borrero, Luis Tejada

We will measure the impact on students' achievements by administering pre-and post-tests.

The overall theme of our work will be teaching literacy through the content areas. More specifically, our topics included: Using effective questioning techniques, assessing language themes, learning key vocabulary through the different content areas, teaching reading through math and helping with the different learning needs of ELLs.

Our high-quality professional development activities are aligned to the instructional program being delivered under the Title III program. Ms. Amanda Moody will present the aforementioned PD sessions. Mr. Tejada, the assistant principal, will support the teachers in the area of data management: gathering, analyzing & interpreting data. Teachers will learn to evaluate students through various formative assessments, to use the data gained to inform their instruction, and to monitor students throughout the duration of the Title III program.

Professional development will also include cutting edge professional articles on ELL strategies. These articles will provide the teachers with an opportunity to further their knowledge of current practices, and discussing and analyzing and applying new insights into the classroom practices. The participants will share this information with the entire staff in our continuing efforts to incorporate ESL into all the content areas. It is expected that this will have a positive impact on our ELL population which is almost 1/3 of our student body.

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

Part D: Parental Engagement Activities

Begin description here: Parent involvement is an important component in a child’s educational success. An invitation letter will be sent to parents informing them of the programs that will be conducted under Title III. Parents will also be invited to attend a workshop during school hours where they will have the opportunity to voice their concerns as well as learn about the standards. The workshop will include a discussion of student’s progress and the importance of parental involvement. The targeted number of parents attending the workshop is 30. The language of service is Spanish. The elements of the curriculum will be explained so they can help their children at home and compliment the work these students do during school hours. This training will help parents to build capacity in order to increase their children’s academic performance. We will also be having workshops on how to use the internet in helping their children with homework, how to write a resume and how to access school information.

Parent workshop:

Date: January 30, 2015

Title: Developing English language skills at home

Presenter: Amanda Moody

Participants: approximately 30 parents of ELLs

Parent Coordinator will have workshops for the parents during the school day. The tentative schedule is as follows: Oct. 1st, Oct. 10th, Nov. 6th, Dec. 18th, Jan. 9th, Feb. 6th, Mar. 6th, Apr. 1st, May 18th and Jun. 5th.

These workshops will support ELLs achievement by increasing parent awareness of the academic expectations for their children and involvement in the development of their education. No extra funding is needed for this activity.

Part E: Budget

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

Allocation Amount: \$20364

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development 	_____	_____

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

Allocation Amount: \$20364

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

**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 6	Borough Manhattan	School Number 052
School Name Inwood Intermediate School 52		

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 Dr. Salvador A. Fernandez	Assistant Principal Ms. Lupe Leon, Mr. Luis Tejada
Coach Ms. Suzanne Sheerin, ELA/ESL	Coach Ms. Adaliz Gonzalez, STEM
ESL Teacher Ms. Amanda Moody	Guidance Counselor Mrs. Maria Mendez
Teacher/Subject Area Mr. Santiago Namnun/ESL	Parent
Teacher/Subject Area	Parent Coordinator Mrs. Licette Vasquez
Related Service Provider Mrs. Elisa Deegan, IEP Teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	534	Total number of ELLs	168	ELLs as share of total student population (%)	31.46%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class									1					1
Push-In								1						1
Total	0	0	0	0	0	0	1	2	2	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	16
SIFE	25	ELLs receiving service 4-6 years	41	Long-Term (completed 6+ years)	37

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	81	19	1	14	4	1	7	0	0	102
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	0	1	27	0	7	30	0	7	66

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		
Total	90	19	2	41	4	8	37	0	7	168
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							50	56	59					165
Haitian							1							1
Arabic								1	1					2
TOTAL	0	0	0	0	0	0	51	57	60	0	0	0	0	168

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	11	6					28
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic								1						1
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	12	12	7	0	0	0	0	31

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)							12	17	23					52
Intermediate(I)							9	9	18					36
Advanced (A)							27	29	16					72
Total	0	0	0	0	0	0	48	55	57	0	0	0	0	160

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							10	12	18				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							10	9	18				
	A							27	28	16				
	P							4	6	5				
READING/ WRITING	B							10	12	18				
	I							10	9	18				
	A							27	28	16				
	P							4	6	5				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	35	6	0	0	41
7	41	6	0	0	47
8	46	4	0	0	50
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	18	18	4	4	1	0	0	0	45
7	18	16	9	6	1	1	0	0	51
8	21	23	5	6	0	0	0	0	55
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	19	13	70	11	61	4	10	0	188

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15	14	23	32				
Chinese Reading Test								

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.
At IS 52, all of our students' literacy skills are tested at the beginning of the school year using teacher-created Reading and Writing diagnostics. Every ESL and Bilingual Reading and Writing teacher uses the same diagnostic across each grade level to assess student literacy skills and readiness. The Reading and Writing diagnostics were developed by a team of teachers to assess the degree to

which students mastered the previous grades' Common Core Reading and Writing standards and student readiness to engage in the work of their current grade. In addition, the diagnostics were created to align to topics related to the first common units in each grade. All ELLs are assessed using the common diagnostics just as every other student. ESL and Bilingual teachers implement the diagnostics in a way that meets the needs of their particular ELLs. While General Education teachers may just give the assessment and have students complete it independently, ESL and Bilingual teachers provide scaffolds and differentiation to meet the needs of students and increase the likelihood that the data gathered from the diagnostics reflects actual ELL Reading and Writing abilities and not English Language proficiency levels. ESL and Bilingual teachers have students collaboratively read the texts and unpack the tasks before students are asked to complete the diagnostics. Students are provided with Bilingual glossaries, dictionaries, and sentence starters as appropriate to the English proficiency levels and needs in order to give all ELLs access to successfully completing our Reading and Writing diagnostics. In addition to the common diagnostics, ESL and Bilingual teachers individually make decisions about what additional literacy diagnostics are to be used. To assess ELL readiness to actively participate in Shared Readings and Read Alouds, some teachers use the Fry Oral Reading Test. Students who score near grade level are ready to participate in collaborative readings, however, students who are significantly below grade level are strategically paired with helpful peers who can model the reading and students can repeat after the helpful peer has read.

Through a combination of common diagnostic results and teacher-selected diagnostic results, we have noticed that our ELLs need significant support with engaging in close reading and writing from sources. Since our common units address these needs, ESL and Bilingual teachers collaboratively plan instruction from the common units to engage ELLs in frequent opportunities for close reading and writing from sources. Teachers collaborate to plan close reading routines and structured notes to support ELL reading comprehension, and to examine student writing to look for patterns and trends and plan instruction to address writing needs. The diagnostic findings of needing to provide extensive support in close reading and writing from sources is corroborated by the needs assessment our Instructional Cabinet recently completed with our outside consultant from LCI. Not only is close reading and writing from sources an instructional need for ELLs, it is a need school-wide and we are in active pursuit as a staff to address it within our units of study and daily lessons. Our future sessions with our outside consultant will include lesson study, collaboratively created lesson plans centered on close reading and writing from sources, and analysis and reflection from videotaped lessons in which we implement those collaboratively planned lessons.

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

The data patterns across grade levels reveal that our students represent a range of overall proficiency levels. In 6th grade, 12/48 (25%) achieved a Beginner level of overall proficiency, 9/48 (18.5%) achieved an Intermediate level of overall proficiency, and 27/48 (56%) scored at the Advanced level. In 7th grade, 17/55 (31%) achieved a Beginner level of proficiency, 9/55 (16%) achieved Intermediate, and 29/55 (53%) achieved Advanced. In 8th grade, 23/57 (40%) achieved a Beginner level of proficiency, 18/57 (32%) achieved an Intermediate level, and 16/57 (28%) scored at the Advanced level. The percentage of students achieving each overall proficiency level is quite stable across grade levels. Schoolwide, about 30% of our ELLs are Beginners, about 20% are Intermediate, and about 45% are Advanced. Across grade levels, a greater percentage of ELLs are Beginners and Advanced than Intermediate. One reason for this may be that the majority of our Beginners are newcomers, and these students are just engaging with English for the first time and need time to achieve proficiency. Another reason may be that compared to the time it takes to move from Advanced to Proficient, students move relatively quickly from Intermediate to Advanced and stay at the Advanced level for a longer period of time before testing out at Proficient.

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 [AMAQO tool](#))

School-wide, we understand that our students need support with Speaking and Listening skills, as we know that Speaking and Listening skills are prerequisites to engaging in meaningful, effective class discussions around grade-appropriate texts and topics, and meaningful, effective discussions facilitate Reading and Writing development. We have been actively working on integrating more structured pair and cooperative learning opportunities throughout the school day, to shift our classrooms from teacher-centered to student-centered so student interaction is at the forefront of classroom practices. Since we engage all ELLs in our common units of study, they are already exposed to rich and varied opportunities to engage in grade-level complex texts and topics. We understand that student interaction is a necessity for students to develop proficiency in a second language, so our teachers collaboratively plan instruction to ensure that ELLs have multiple opportunities throughout the school day to interact with peers and build understanding and comprehension. In fact, a team of teachers is currently working on revising our units of study to include more structured, clearly defined opportunities for ELLs to engage in pair and cooperative learning activities, including student-led classroom discussions and debates, to push their thinking and elevate English proficiency levels. In addition, teachers collaborate to plan strategically for student pairings and groupings to facilitate student interaction and English language development in every classroom, throughout the school day.

To support our ELLs in Reading and Writing, Bilingual and ESL teachers plan support structures, including scaffolding and differentiation strategies, to meet the needs of our ELLs. A typical reading lesson includes close reading with opportunities for ELLs to participate in read alouds and shared readings to support their second language learning needs. The teacher models close reading strategies and works with students in groups and individually to offer additional support. ELLs are also offered vocabulary lists, graphic organizers, structured notes, and other resources to record their understandings, noticings and questions. A typical writing lesson includes teacher modeling, a student-generated writing sample, exemplar analysis, shared writing, and independent writing activities, with ELLs taking on increasing responsibility and ownership of their work as the lesson progresses. In writing classes, ELLs are encouraged to work together, and engage in self and peer-assessment using our common writing rubrics to improve their writing. ELLs that need support beyond these structures are recommended from Academic Intervention Services (AIS) and the Title III or Saturday Academy program to boost their Speaking, Listening, Reading and Writing skills in English. These programs serve as a way for ELLs to more deeply engage in the work required of their ESL and Bilingual classes, and have more small group and one-to-one support from their teachers.

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?

Our ELLs generally fare equally well on native language tests and tests taken in English when students have the option to elect to take the exam in the native language or English. First I will compare ELE to NYS ELA results. On the ELE Spanish Test, 32 out of 84 scored in the 76-99 percentile (38%), 23 out of 84 scored in the 51-75 percentile (27%), 14 out of 84 scored in the 26-50 percentile (17%), and 15 out of 84 scored in the 1-25 percentile (18%). If we compare percentiles to NYS levels, we can deduce that 38% scored a level 4, 27% scored a level 3, 17% scored a level 2 and 18% scored a level 1. On the NYS ELA exam, 6th grade ELLs fared as follows: 6 out of 41 achieved a level 2 (15%) and 35 out of 41 (85%) achieved a level 1. On the NYS ELA exam, 7th grade ELLs fared as follows: 6 out of 47 achieved a level 2 (13%), and 41 out of 47 (87%) achieved a level 1. On the NYS ELA exam, 8th grade ELLs fared as follows: 4 out of 50 achieved a level 2 (8%), and 46 out of 50 achieved a level 1 (92%). When combined, about 88% scored a level 1 and 12% scored a level 2 on the NYS ELA exam. No ELLs achieved a level 3 or 4. This indicates that ELLs fare far better on the ELE, but since there is not a 1:1 correspondence between native language literacy proficiency and English language literacy proficiency, these results are not a perfect comparison. If we compare English and native language results on the NYS Math and Science exams, the results are comparable.

Next I will compare English and native language results on the NYS Math exams. Across grades, 49% of ELLs took the NYS Math exam in their native language, so half elected to take the exam in Spanish. Of the 45 6th grade ELLs who took the NYS Math exam, 1 student scored a level 3 in English, 4 scored a level 2 in English, 4 scored a level 2 in the native language, 18 scored a level 1 in English, and 18 scored a level 1 in the native language. Therefore, students who elected to take the exam in the native language fared about equally to students who elected to take the exam in English. The same holds for 7th and 8th grade. Of the 51 7th grade ELLs, 1 scored a level 3 in English and 1 scored a level 3 in the native language, 9 scored a level 2 in English, 6 in the native language, 18 scored a level 1 in English, and 16 in the native language. Of the 55 8th grade ELLs, 5 scored a level 2 in English, 6 scored a level 2 in the native language, 21 scored a level 1 in English, 23 scored a level 1 in the native language. Proficiency levels are roughly equal for ELLs who elected to take the NYS Math exam in the native language to ELLs who elected to take it in English.

On the NYS Science exam, a much smaller percentage of ELLs elected to take the exam in the native language. Of the 188 8th graders tested, 15% elected to take the exam in the native language. For students who took the exam in the native language, none scored a level 4 while 10 scored a level 4 who took the exam in English. This same pattern holds true for the other proficiency levels. 61 scored a level 3 who elected to take the exam in English, 4 scored a level 3 who took it in the native language. 70 scored a level 2 in English, 11 scored a level 2 in the native language, and 19 scored a level 1 in English, 13 in the native language. Overall, students who elected to take the exam in English fared better on the NYS Science exam.

At I.S.52 we do not utilize the ELL Periodic Assessments. For our ELLs whose parents have selected the Bilingual program option, these students receive the appropriate allocation of instruction in the native language and English as per their English proficiency levels as CR Part 154 requires. For students in the ESL program, bilingual dictionaries, glossaries, and other resources are made available to ensure students have access to content and classroom activities.

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](#).)

Not applicable.

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

Not applicable.

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?

Not applicable.

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

Our ESL and Bilingual teachers meet on Wednesday afternoons to review ELL data and implications for instruction. Our first few meetings of the year involve a close analysis of NYSESLAT and NYS exam scores to determine the strengths and instructional needs of our ELLs. In these meetings, we use RLAT data aggregated by class for teachers to closely examine the NYSESLAT and NYS exam scores of their particular ELLs. The ESL Coordinator/Compliance provides these reports to the ESL and Bilingual Teachers. Teachers examine whether or not there is an increase in overall proficiency for each student, and in cases where there is not, teachers examine modality scores to determine where students did not make progress. Based on these meetings, we have discovered the need for focused attention on helping ELLs develop listening skills, as indicated in #3 above. As teachers collaboratively plan Speaking and Listening protocols to engage ELLs in meaningful classroom interaction, to push their thinking on grade-appropriate complex texts and topics, we hope the Listening scores will improve for the 2014 administration of the NYSESLAT.

In addition, one of our CEP goals has been to improve the overall quality and effectiveness of our bilingual programs by intensively preparing Advanced level ELLs for a Monolingual classroom setting, and boosting scaffolding and differentiation support for Beginner and Intermediate-level ELLs. In fact, many parents have elected to move their children from the Bilingual program to the ESL program as their children reach the Advanced level of English proficiency in order to accelerate their English language development. Parents of our ELLs appreciate the support that the Bilingual program provides especially well for our Beginner and Intermediate-level students.

Finally, our ESL Coordinator/Instruction, and Special Education Coordinator regularly communicate to discuss the progress and needs of SWD/ELLs. These students, depending on their IEP recommendations, are provided with push-in ESL support, or pull-out support.

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](#).)

During registration, parents or guardians of new arrivals complete a Home Language Identification Survey (HLIS), which is administered by Ms. Cecilia Nuevo, a highly-qualified bilingual teacher and licensed pedagogue. She speaks both Spanish and English and serves as our Testing Coordinator/Data Specialist. This HLIS is comprised of an oral interview in English and in the native language, which, generally speaking, is Spanish. The HLIS also includes a formal initial assessment. Based on the responses, we can determine what language the child speaks in the home. If the family uses a language other than English at home, we administer a LAB-R test. The LAB-R determines whether or not the student is an English Language Learner (ELL) and, therefore, also determines the child's entitlement to English language development services. Further, if the LAB-R determines that the child is an ELL and speaks Spanish at home, we administer a Spanish LAB to determine language dominance. These steps are all completed within the first 10 days of initial enrollment.

All ELLs within our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). This exam measures students' levels of proficiency across the four language modalities: reading, writing, listening, and speaking. Student results of the NYSESLAT help to determine the future program placement of our ELLs and the level of bilingual or ESL services provided to them from year to year. In order to maintain our data accurately, IS 52 has centralized student

information in the admissions office which is managed by Ms. Cecilia Nuevo, our Data Specialist, a highly-qualified bilingual teacher and licensed pedagogue. We use File Maker Pro database to input all information which pertains to the student. The information in this database comes from reports such as RLAT, RDGS, RPOB, RESI, and NCLB. RLAT provides information that tells us if the student is entitled or non-entitled. RDGS (NCLB Disaggregation Groups Report) gives us the student's ethnicity and denotes if they are ELLs. RPOB provides the student's place of birth and the home language. RESI also provides us the student's home language. In case of new admissions, the student's information is immediately inputted into the spreadsheet indicates if the child is an ELL. Any discrepancies are investigated and corrected. Based on the list generated from our database, the students are tested during the test window provided to us per the DOE Assessment Memorandum. The test includes the four components: speaking, reading, writing and listening. Accurate attendance is kept to ensure that any absent students are given a make-up testing during the test window. For the speaking test, the ELL students are called by grades and the students are assigned to different proctors (all highly-qualified, licensed pedagogues) who administer the test individually. For the other three components, the school follows a stationary schedule while the ELLs are being tested to ensure that all test conditions are adhered to.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of our ELLs are invited to attend an orientation session. This invitation comes in the form of a letter in the preferred language of the parent/guardian. At the orientation session, parents receive a brochure entitled "A Guide for Parents," and view a videotape of, receive information on and ask questions about the instructional programs available to ELLs. Currently, there are three (3) types of programs available for ELLs in New York City Public Schools: Dual Language (DL), Transitional Bilingual Education (TBE) and English as a Second Language (ESL). Ms. Nuevo, the Testing Coordinator/Data Specialist, uses this session to communicate with parents in their native language to ensure understanding of the programs available to their children. At the end of the orientation session, parents complete the Parent Survey and Program Selection form that indicates the program they are requesting for their child. Using this information, she, along with the assistant principal, decides the class that best meets the needs of the student.

The programs that are available in our school (Transitional Bilingual/ ESL) are aligned with the parents' requests. At this time, we do not offer a Dual Language Program at our school. However, if there are parents who express interest in this program, this option will be made available to them.

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

During registration, the parents of newly arrived students are given a letter to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents by the student who must sign a copy. All copies are then filed in the admissions office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
In the case of new admits, the director of admissions searches in ATS for the student's scores and any other pertinent information. Based on this determination, the Parent Survey and Program Selection forms are presented to parents to complete after informing them about the three educational options available to them. There is also available a video presentation which allows them to see and comprehend the choices better.

At registration, after screening newly arrived students and according to the parent's program selection form, placement letters are presented to the parents and explained the content. The parent signs the letter which is then filed in the admissions office. Shortly after the beginning of the school year, students are given an original letter to take home to their parents' and they must sign a copy for the admissions office to keep on file indicating they received the letter.

Our school population is mostly Spanish speaking and the admission director, parent coordinator, and counselor all speak Spanish and can easily communicate with the parents in their native language. For Non-Speaking parents/guardians, a translated version of this letter is available at the DOE website and is given to parent.

According to parent program choice, ELL students are placed in either the Bilingual program or ESL program. Depending on parent choice and the needs of the students, a variety of Bilingual and ESL program options are made available. Currently we have one bilingual class in each grade (6th, 7th and 8th), one freestanding ESL class (8th grade), and one push in ESL class (7th grade).

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.

The Testing Coordinator sends the entire staff an email informing teachers of NYSESLAT testing. This email includes lists of students who will be testing along with testing rooms, dates, and times. The Testing Coordinator works with a team of certified teachers to administer all sections of the NYSESLAT during the annual testing window. ESL and Bilingual teachers administer the Listening, Reading and Writing sections during Reading and Writing periods. Certified pedagogues individually test students for the Speaking Section. Students are individually escorted to the library to complete the Speaking section and then escorted back to their classes once they have completed the Speaking section. The Testing Coordinator keeps a list of student who have completed each section and coordinates with ESL and Bilingual teachers to administer sections to students who were absent during the annual make up window.

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. *D*
- For Spanish-speaking new arrivals in our school, parents choose a Transitional Bilingual Program 100% of the time. For students that score in the intermediate or advanced levels on the NYSESLAT, parents select Free Standing ESL Program 90% of the time. No parent in our school has ever requested Dual Language Program (0%). The program models we offer are aligned to parent requests because we offer Bilingual and ESL programming in each grade and program students according to parent program selection.

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])?

Approximately 31.4% of our school's population is designated as English Language Learners (ELLs). Our school offers our ELL students three instructional program options: Dual Language (DL), Transitional Bilingual Education (TBE), and English as a Second Language (ESL). Parents then choose the program that they believe best matches the instructional needs of their children. Based on our parent selections, we currently have both a TBE and an ESL program at I.S. 52. TBE students are taught in self-contained classes. ESL students are taught via freestanding, push-in or pull-out model. Specifically, our program offerings include 6th grade pull-out, 7th and 8th grade combined pull-out, 7th grade push-in, and 8th grade free-standing. Student programs are blocked, meaning that all classes travel together as a group, and the groups are heterogeneous.

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)?

Currently, our TBE program has 89 Spanish-speaking ELLs, with one TBE class per grade in 6th, 7th and 8th. In grade 6, there are 30 Spanish-speaking ELLs. In grade 7, there are 29 Spanish-speaking ELLs. In grade 8, there are also 35 Spanish-speaking ELLs. Our TBE classes include Beginner and Intermediate levels of proficiency. These TBE classes receive 9 45-minute periods, or 405 minutes, of English language instruction per week. This exceeds the mandate of 360 minutes. Also, our TBE classes follow the guidelines of the New York City policy that mandates that students with limited English proficiency are instructed as follows: 40% in English language development and 60% in their native language as beginners in content areas other than English. As they increase in English proficiency, content other than English instruction transitions to 50% English/50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English/25% Spanish. Essentially, our TBE students are taught language arts using a blend of ESL, ELA and NLA, and they receive content-area instruction in their native language and English using ESL strategies. We acknowledge that allowing ELLs access to content in the native language provides them with a way to construct meaning in English. Therefore, teachers strategically use native language as a support structure for ELLs to clarify, build knowledge, extend comprehension, and bridge experiences through technology, native language materials, and flexible groupings. The percentage of classtime taught in the native language steadily decreases as students develop English proficiency and the necessary literacy skills to participate fully in all-English content courses.

Our ESL program is comprised of 81 ELLs and, of them, 78 are Spanish-speaking. In grade 6, there are 25 Spanish Speaking ELLs. In grade 7, there are 28 Spanish speaking ELLs. In grade 8, there are 25 Spanish speaking ELLs. We also have Haitian-speaking ELLs - 1 in 6th grade, 0 in 7th grade, and 0 in 8th grade. We also have Arabic speaking ELLs - 0 in the 6th grade, 1 in the 7th grade and 0 in the 8th grade. We also have Bengali-speaking ELLs - 0 in the 6th grade, 0 in the 7th grade and 1 in the 8th grade. Our free standing English as a Second Language (ESL) Program Model offers students all instruction in English in self-contained classrooms. Within this program, language arts is taught using ESL and ELA methodologies. Content-area instruction is in English using ESL strategies and native language supports are used to enrich comprehension. This program has been designed under the New York State Guidelines: 180 minutes of ESL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ESL instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate level of English. In fact, we offer 9 periods (45 minutes each) of ESL and ELA instruction per week for every student.

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 ELA, teachers focus on implementing the literacy shifts within our common units of study across content areas and grades. Because all students engage in the same school-developed common units (for each grade and subject), all students must have access to grade-appropriate complex texts. One way to give ELLs access to our common units of study is by building vocabulary. Because vocabulary is a key element of comprehension, it is taught using various modes of instruction. Vocabulary selections are made in accordance with a specific unit and include the words students will need to know in order to reach the goal of the unit. In addition, there is a balance between the words and concepts necessary to understand the text and the words required to produce written work. Teachers build vocabulary by moving away from memorization techniques, and instead, focus on teaching students how to use close reading strategies to jointly and independently construct meaning. ELA teachers scaffold their instruction for ELLs by focusing on high-frequency academic language and words related to unit concepts, as well as limiting the number of words per

lesson, providing learner-friendly definitions, and using various graphic organizers to support visual learners. Teachers develop powerpoint presentations with text-based quotes and images to ensure students collaboratively engage in close reading activities and vocabulary meaning making.

As well as building vocabulary, ELA teachers are supporting ELLs at all proficiency levels by exposing them to a variety of writing experiences. Students are supported through the use of graphic organizers, templates, and sentence starters at the beginning level, and move to developing extended writing pieces in both content and style as they advance. ELLs are also supported via teacher modeling, shared writing experiences, and opportunities to engage in self- and peer-assessment using our school-developed common rubrics.

Within both Bilingual and ESL programs, the content area teachers use a sheltered instruction approach to teaching our ELLs. Through this approach, content teachers provide language support, as well as standards-based content instruction, in order to build knowledge of academic language, content, and performance within our ELLs. Learning objectives are aligned to the Common Core Learning Standards (CCLS). ESL teachers often plan lessons with content area teachers so that the knowledge and skills learned in one discipline drive the knowledge and skills learned in another. Further, for ELL subgroups that require push-in or pull-out services, the ESL teacher aligns this support with the content objectives and learning goals, and provides scaffolds to support students in learning academic language and content knowledge.

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

For those of our students whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. This exam tests students' vocabulary knowledge and ability to understand words in context. The information gained from this assessment helps schools to identify students who need extra help in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction.

In addition, Bilingual teachers regularly administer assessments in students' native language as part of their regular practice. To support students' native language development, the majority of formative assessment in bilingual classrooms occurs in our students' native language (Spanish), as teachers engage students in discussions to clarify and extend understanding. Careful attention is paid to ensuring the native language is frequently used during classroom discussions to help students connect native language literacies to English and foster English language development.

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

To ensure ELL students are appropriately evaluated across all four modalities of English acquisition throughout the year, all teachers, ESL and Bilingual included, follow our own, teacher-designed curricula completed under the guidance of our consultant from Learner-Centered Initiatives (LCI) and aligned to the Common Core Learning Standards (CCLS). Each unit contains embedded CCLS performance tasks, as well as a summative task. These allow us to continually assess progress and adjust our teaching to meet the needs of our students. To support ELLs in having access to these performance and summative tasks, teachers regularly collaborate during Teacher Team meetings to design lessons where students meaningfully interact with each other and texts to make meaning. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study. Teachers use listening in during pair and group activities as a formative assessment strategy to evaluate students' progress in all four modalities.

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).

For our SIFE students, we focus on connecting students' prior knowledge to their current learning. Also, our teachers plan multiple entry points for their lessons, often including videoclips and powerpoint slides to build background and contextualize concepts and texts. Teachers choose engaging topics and texts that appeal to a wide range of student interests and needs, and make connections between disciplines to enhance understanding and to further promote academic language. In addition, our teachers provide a variety of learning experiences to develop students' critical thinking, collaboration skills, and learner autonomy. SIFE students need to feel some amount of control over their learning to feel valued and be motivated.

For our newcomers, we focus on "survival" skills and on connecting students' learning to the content areas of social studies, math,

science and language arts. Students' English language development is supported through the purposeful use of scaffolding and differentiation strategies as teachers engage newcomers in our common units of study. We also conduct intensive training of English language skills that includes the four areas of development: understanding & listening comprehension, speaking, reading and writing. Intensive English language skills development occurs during individual and small group Academic Intervention Service (AIS) periods and ESL pull-out periods. Newcomers also participate in an after-school and Saturday academy to further enhance their academic language and to prepare them for upcoming state exams.

For students receiving 4 or 6 years of ESL services, we know that it is important to analyze their data in order to identify patterns and trends, set SMART goals, and identify interim benchmarks of progress, so our teachers meet regularly to discuss their student data. Teachers use findings from student data to plan opportunities for re-teaching concepts and skills that need further attention, and to revise curricula as per student learning needs. We also engage students in self-reflection in order to teach them how to set individual goals for achievement. These students are also placed into monolingual classes so that they will receive their content in English. Further, these students are invited to participate in after-school and Saturday programs to better prepare them for upcoming state exams.

Regarding our plan for long-term ELLs, according to Jim Cummins and other linguists, it takes ELLs five to seven years to learn a second language and some research suggests even longer to successfully use and process academic language (Cognitive Academic Language Proficiency, CALPS). IS 52 provides ELLs many opportunities to use the language they are learning by actively engaging in collaborative, interactive, performance-based classroom activities. These may include role-playing, art or drama, to name a few. Teachers can also build language into the content areas by having the students keep interactive notebooks and journals, use manipulatives to illustrate difficult concepts, make content-specific word walls with illustrations and create class-made dictionaries with content-specific vocabulary.

For our former ELLs, the ESL Coordinator in charge of Instruction regularly collaborates with teachers of former ELLs during Teacher Team meetings to offer support. The ESL Coordinator conducts classroom visits on teacher request. During classroom visits, the ESL Coordinator examines how the teacher interacts with former ELLs, how ELLs interact with classmates and with the content, and thinks about how to scaffold and differentiate instruction for the former ELLs. The ESL Coordinator meets with teachers to offer feedback and suggestions for how to support the needs of former ELLs. Common suggestions include purposeful student pairings and groupings, use of video clips and realia to build background and provide context, student-generated vocabulary dictionaries and regular AIS instruction to provide one-on-one or small group support.

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?

Our Special Education students have Individualized Education Plans (IEPs) and receive services through the school's Special Education program, which provides students with the least restrictive environment consistent with their individual needs. A full-time IEP teacher monitors the implementation of each student's plan. Inclusion, mainstreaming, and Special Education Teacher Support Services (SETSS) are instrumental in achieving our goals. The inclusion program places Special Education students in General Education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each inclusion class). Students are placed in the inclusion program through IEPs, teacher input, and review by Special Education Coordinator. The inclusion program allows special education students to receive departmental instruction from licensed specialists in each subject, and also to interact fully with their peers.

In working with our Special Needs ELLs, the instruction is prescribed in a manner that accommodates the student's exceptionality. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our Bilingual Special Education teachers develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate the student progress, and develop individual plans and materials as needed. English Language Learners whose parents "opt out" of the Bilingual program, or students who test out of the Bilingual program, continue to receive support services, including freestanding instruction in ESL, from a licensed ESL teachers several times per week, depending on their level of English language proficiency.

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?

As per our ELL-SWDs students' needs and IEP recommendations, we offer one ICT (Integrated Co Teaching) class in each grade, and several self-contained classes, mixed grades. In ICT classes, Special Educators are paired with content teachers to provide support as mandated by students' IEPs, and two ESL teachers provide pull-out services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common units as all general education, ESL and Bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with

texts and materials that meet ELL-SWD needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

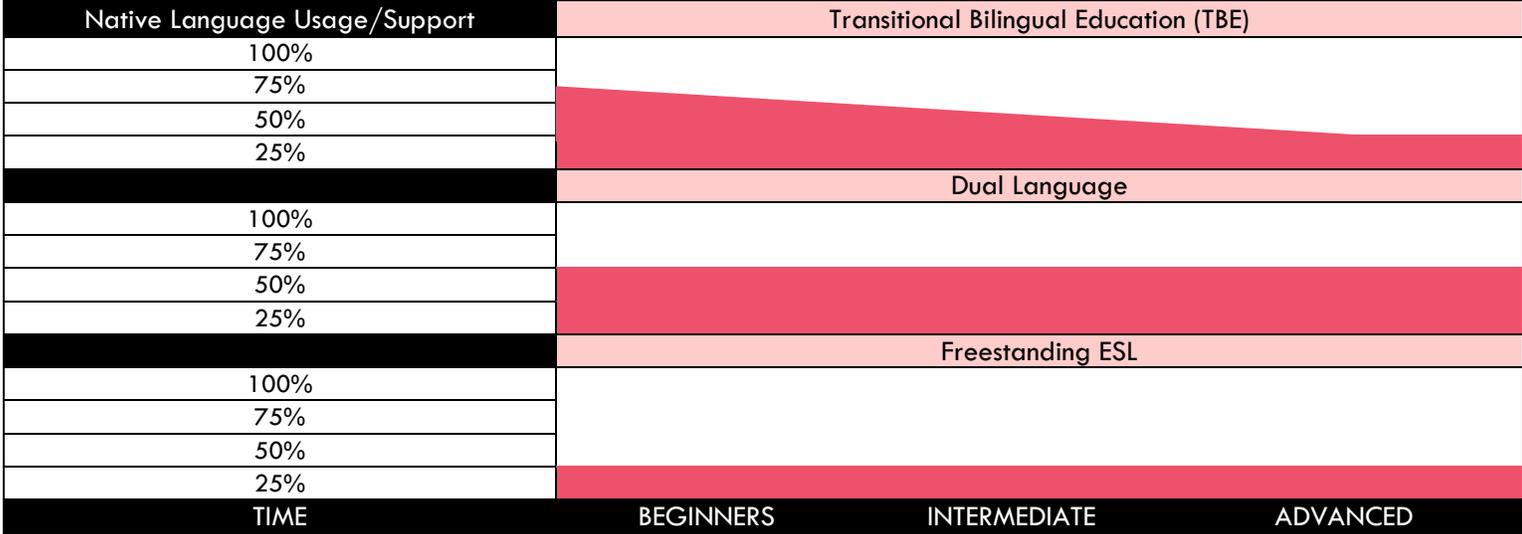
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed to service Level 1 and Level 2 students, as well as all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III Saturday program. This program is held for 15 Saturdays in late fall, winter and spring for 4.5 hours each Saturday to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and Math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may to some degree require the use of Spanish as per ELL needs and proficiency levels.

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

Our school offers a wide range of academic intervention services (AIS) for students who are at risk of academic failure as well as students performing at Level 1 or Level 2 in mathematics or literacy state and/or city standardized exams. These services include AIS, after school, and Saturday programs. In order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams have been targeted for AIS, enrichment programs, and test prep and after school programs. The After School Program is an extended day program designed to service Level 1 or Level 2 students. This program is an enrichment program that provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis it also provides are students with test taking skills. We have also scheduled Academic Intervention services for ELLs, where the ESL teacher works with students in small groups 1-2 periods per week. A licensed ESL teacher provides ESL mandated services to Parent Option/Opted Out bilingual students.

For students who score proficient on the NYSESLAT, we continue to provide support to these students through extra time on testing and by providing Spanish/English dictionaries. In fact, all our ELLs receive these modifications. Our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

Also, we have an Arts Academy in which all our ELLs participate. This academy allows for students to develop their "talent" in one focused area: chorus, band, dance, art, culinary arts, and drama. Students continue to develop proficiency and understanding in English while learning about and engaging in talent activities of their choosing.

Further, IS 52 has Interdisciplinary teams throughout the school which allows for inquiry teams to take place and to plan content-based instruction. (CBI) is "the integration of a particular content [e.g., math, science, social studies] with second language aims. CBI allows for English to be taught at a comprehensible level in order to increase students' understanding of the subject matter and build language skills simultaneously. In addition, research (Custodio & Sutton, 1998) has shown that CBI often uses authentic tasks centered around authentic materials, so it can help language minority students increase their motivation, and provide more opportunities for them to explore prior knowledge. Therefore, the use of the CBI model can be effective in the ESL classroom.

Other instructional approaches included guided reading opportunities that focus on comprehension strategies. Particular attention is devoted to making connections, questioning, visualizing, inferring, determining importance, and citing evidence. Students are also provided with word study activities to support reading fluency skills and vocabulary development. For opted-out students in general education classes, students receive support that includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting.

Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, native language classroom libraries, and technology enrichments.

Required services and support for ELLs are provided using the NYSESLAT scores and information provided by teachers. ELL students, whose parents choose Free Standing Program, are assigned mostly to an ESL class which is age related and provide additional support services (by grade).

When the ELL students arrives at our school, the admission director and her staff welcome the students and their families to IS 52M. The student is given a brief tour of the school. A class schedule is given to the student and shown how to read it. The student is introduced to the floor advisor/dean. If the student is an eighth grade, the student is introduced to the eighth grade counselor to discuss high school options. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday Title III, SES and After-school programs.

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

We plan to program all "opted out" ELLs into ESL classes and ELL-SWDs flexibly as per student language proficiencies and learning needs first, so that we can minimize the disruptions caused by pulling out students from other content area classes.

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

None. We will continue to provide programs and services as per ELL population, parent choice, and student needs.

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

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed to service Level 1 and Level 2 students, as well as all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III Saturday program. This program is held for 15 Saturdays in late fall, winter and spring for 4.5 hours each Saturday to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and Math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may to some degree require the use of Spanish as per ELL needs and proficiency levels.

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

ELLs are provided regular access to in-class laptops to engage in classroom activities, as well as regular access to dictionaries, Spanish-English dictionaries, and supplemental texts to support their English language and Native Language development.

Our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

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

Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used

consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, native language classroom libraries, and technology enrichments. ESL teachers provide students with regular access to dictionaries and Spanish-English dictionaries, and students are paired and grouped strategically to meet students' needs. In addition, teachers with Spanish proficiency help ELLs develop bilingual glossaries, and ESL teachers seek support from Spanish-literate colleagues to develop bilingual instructional materials, especially bilingual glossaries and picture glossaries, to support the needs of beginner ELLs.

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

In both the Bilingual and ESL programs, ELLs engage in the same grade and content-level appropriate common units of study as their General Education peers. Standards-based literacy instruction supports ELLs across content areas within our common units of study. Providing ELLs across grade levels with regular access to dictionaries, Bilingual glossaries, and native-language peer support ensures that ELLs native and Second Language needs are supported in every classroom.

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.

When the ELL students arrives at our school, the admission director and her staff welcome the students and their families to IS 52. The student is given a brief tour of the school. A class schedule is given to the student and shown how to read it. The student is introduced to the floor advisor/dean. If the student is an eighth grade, the student is introduced to the eighth grade counselor to discuss high school options. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday Title III, SES and After-school programs.

18. What language electives are offered to ELLs?

In the eighth grade, Spanish is offered and mandated.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

In order to better meet the needs of our English Language Learners, IS 52 has a part-time ESL coordinator. The ESL coordinator works to support ESL and content-level teachers in exploring new pedagogical methods, embedding formative assessments into daily instructional activities, and differentiating instruction & classroom activities to meet the needs of ELLs. These objectives will be achieved by organizing opportunities for staff to observe and reflect on each other's practices, developing and facilitating study groups & professional development meetings, assessing teacher needs, modeling lessons, and attending & turn-keying professional development workshops in conjunction with other teacher leaders and our outside literacy consultant. In addition, the coordinator will be responsible for assisting ESL and content-level teachers in scaffolding the curriculum and in researching & acquiring additional instructional materials that will meet the needs of our ESL students.

In addition, the ESL staff will attend professional development bi-monthly with the ESL coordinator. Topics will include planning for differentiated instruction to improve student performance in multi-level classrooms, research-based methods for close reading, and research-based methods for meaningful pair and group work, such as QTEL methods (Quality Teaching for English Learners), to support diverse learners and language needs. ESL teachers will also collaborate with ELA teachers and teacher leaders to develop pacing calendars, lessons and modify common units to address the various needs of our ELL students.

In our continued efforts to make each year a success at IS 52, we acknowledge the significance of creating a collaborative environment where teachers feel comfortable sharing questions, concerns and ideas, and discussing the structure and content of their lessons and instruction. In order to create such an environment, all teachers are programmed to attend four Teacher-Team meetings weekly, two that are content based and two that are interdisciplinary by grade. These meetings will require teachers to work together to problem solve classroom issues, plan lessons from common units of study, engage in inquiry, or share a presentation on a specific topic with colleagues. These on-going meetings were designed to enhance collaboration amongst staff, aid teachers in scaffolding their lessons to reach all students, and to help teachers develop confidence, familiarity, and independence within their subject area and grade. These meetings have been instrumental in discussing and planning for our ELLs, and serve as the space where ESL teachers and teacher leaders turn-key professional development received from our outside literacy consultant from LCI.

ESL teachers and teachers of ELLs receive ongoing tailored professional development support from our outside literacy consultant from LCI. After completing a comprehensive needs assessment of the entire ELA and ESL department, we collaboratively determine our instructional needs as a department and begin working toward addressing those needs. After visiting every ELA and ESL classroom and taking comprehensive low inference notes, we have determined that as a whole we need to work on our questioning and discussion techniques to increase academic rigor, and on diversifying our differentiation practices to include more individualized support for our diverse learners. However, we want other content area teachers who also teach ELLs to come to these same conclusions so that we have a shared understanding of our departmental needs, so we have arranged for ESL and ELA teachers who have worked directly with our consultant to facilitate small-group classroom visits so all content area teachers can go through the same needs assessment experience. After visiting classrooms in small groups during regularly scheduled Teacher Team meetings, all teachers of ELLs will engage in lesson debriefs and reflection. We believe that the same needs will be uncovered after these classroom visits. After debriefing the lessons and collaboratively reaffirming our departmental needs, teachers will engage in a lesson study with teacher-run workshops to address those needs. Again, we anticipate workshops that will focus on differentiation practices and questioning and discussion techniques, and additional topics may arise after all teachers participate in classroom visits. The classroom visits will take place in January. Teachers will volunteer to run workshops to meet our departmental needs shortly after that, with lesson study and workshops running concurrently throughout the year. We understand that making school-wide instructional improvements to meet the needs of our ELLs is an on-going process, not a one-time fix, so this work will continue throughout the school year.

As we progress throughout the school year, we will use Teacher Team sessions to examine best teaching practices, including strides we have made toward providing stronger differentiated instruction, more frequent, meaningful opportunities for close reading and writing from sources after fruitful classroom discussions and debates, work toward further developing student writing portfolios to include deeper self reflection and more frequent peer feedback, using student data (both classroom assessment rubric based and standardized test scores) to refine the instruction and prioritizing next steps for our ELLs. We intend to push students and keep the level

of rigor high. This will help students to better transition to high school from our middle school.

Regularly scheduled ELL PD days occur at various points throughout the year. The ESL Coordinator holds meetings for ESL and Bilingual teachers bi-monthly during Wednesday afternoon after school Content Meeting time. During Content Meetings, ESL teachers and teachers of ELLs meet to discuss data and implications for instruction. We started with analyzing NYSESLAT data, student movement from one proficiency level to another, and lack of student movement and why, and from there determined implications for instruction. We meet to discuss student progress using student work, self reflection, peer feedback, and unit tasks, and share ideas as to how to push ELL thinking and writing as per progress and needs evident in the student work. In addition to bi-monthly meetings, all teachers attended one hour of ESL PD in early September, two hours during the November staff development day and will attend two more during the June staff development day. In addition to scheduled PDs during staff development days, all teachers attend faculty meetings on Mondays twice per month after school. Several sessions in the spring will be devoted to ESL instructional strategies to support ELLs during classroom discussions across content areas, as one of our literacy goals is to improve our questioning and discussion techniques so that all students can engage in rigorous tasks, state their thinking, offer text-based evidence to support it, and produce work at their highest potential not only in ESL or ELA but across content areas.

Current instructional materials and curriculum guides were adapted from our ELA units by our ESL department and significantly benefit both students and teachers. These guides address ESL literacy by incorporating activities which will develop all four modalities (listening, speaking, reading, and writing) and offer teachers specific information to help identify, work with, teach and select materials for ESL students across every unit of study. The curriculum guides provide ways that these materials can be used for instruction with individuals and groups. Modifications will continue to be made throughout the year by teacher leaders and ESL teachers.

Making use of the various formal and informal assessment data teachers use to diagnose and monitor the learning of our students, our research indicates that the primary deficiency among our ELL population is lack of vocabulary and academic language. Lack of vocabulary significantly affects ELLs, as they are not able to grasp the academic language needed to succeed in these content areas. In order to close the achievement gap and transform our findings into implementation steps, one focus of our future professional development is how to teach academic vocabulary across content areas.

Through this modification of curriculum and use of data to address learning needs, teachers are better able to assist ELLs as they transition from one school level to another. In addition, teachers share conference notes and student work with one another and discuss common challenges and strategies of support for working with ELLs.

Our ESL and ELA teachers work to embed strategies for vocabulary development into their curriculum guides. They also use data to identify language problems and determine possible strategies for teaching and learning. This information is shared with content-area teachers during weekly Teacher-Team meetings. Our goal is to find methods of making the content areas accessible to students who are struggling in English. This will reinforce the language skills that students receive in their English classes and provide them with the tools they need to succeed.

IS 52 follows the mandate of providing school-wide professional development workshops per academic year. This is instrumental because it helps the faculty understand the importance of working together, especially to provide maximum instruction and heighten the sensitivity for our large ELL population. Topics include scaffolding ESL methodologies into instruction, preparing for standardized exams and creating a print-rich, literate learning environment for the ELLs.

Records of these meetings are in the form of minutes. Our school has a mandated template that captures teachers' discussions, professional development, and work in these teams. These minutes are submitted to the principal and assistant principal within 24-48 hours of the meeting. Feedback is provided to team leaders in writing or one-on-one meeting.

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?

I.S. 52 recognizes the crucial role of parental involvement in the students' academic performance. In order to build a strong and productive partnership between school and home, a full-time Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most of our parents, and is available during school hours. We also invite the parents of our ELLs to our monthly parent meetings. These are held during a morning session over breakfast in the school, and also within the evening, in order to accommodate our parents' various schedules.

Throughout the school year, the ESL Department will be invited to attend meetings to explain the NYSESLAT exam and will provide ways to help parents help their children at home. The guidance department with the assistant principal in charge of the ELLs, will conduct workshops to inform parents about promotional and graduation requirements, and to help parents enable their children to meet these requirements. The special education department will conduct parent workshops to explain the IEP, and "town meetings" to discuss ways in which parents can help their children succeed academically, improve their attendance, and maintain a healthy parent-child relationships.

Further, our school partners with several Community Based Organizations, including RAPP and the Leadership Program, to name just two. These programs are provided during both school and after-school hours, and both have bilingual leaders. RAPP builds students abilities to communicate effectively and promotes healthy relationships of all kinds. The Leadership Program is a drama program for our female students that allows them the opportunity to express themselves in a variety of formats, and write, direct, design or act in a play. Parents are invited to participate in and communicate with the leaders of this program.

Our parents' needs are heard and addressed through the monthly meetings with our Parent Coordinator. In addition, we also analyze the data from the annual Learning Environment Survey that we ask parents to complete. This gives us information on parents' opinion of our academic and social programs, the progress of our school, and expertise of our teachers.

Parents may take an active role in our school by volunteering within the school. Further, our school holds workshops for parents based on their feedback, as well. For example, we are currently offering free computer classes to our parents several times per week. In the past, we have also offered ESL courses to parents.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Salvador A. Fernandez	Principal		1/1/01
Ms. Lupe Leon	Assistant Principal		1/1/01
Mrs. Licette Vasquez	Parent Coordinator		1/1/01
Ms. Amanda Moody	ESL Teacher		1/1/01
	Parent		1/1/01
Mr. Santiago Namnun	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Adaliz Gonzalez	Coach		1/1/01
Ms. Suzanne Sheerin	Coach		1/1/01
Mrs. Maria Mendez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mrs. Elisa Deegan	Other <u>IEP Teacher</u>		1/1/01
Ms. Cecilia Nuevo	Other <u>Data Specialist</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M052 School Name: INWOOD JUNIOR HIGH SCHOOL 52

Cluster: 5 Network: 532

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

Part A: Needs Assessment Findings

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

According to our 2013-2014 school demographics 95.1% of our students are Latino. Administrators, teachers and staff reported that many of our parents are Spanish monolinguals. At various meetings and workshops, parents have indicated their preference for materials to be in Spanish. Also, according to our Parent/Guardian Home Language Identification Survey, most of our students speak Spanish most of the time with their parents. According to the ATS Home Language Report- RHLA, our students' home language is the following: English 17.2%, Arabic 0.19%, Bengali 0.19%, Haitian Creole 0.19%, and Spanish 82.2%. Our parents' selection of preferred language of communication is: 17% English, 0.2% Bengali, 0.2% Arabic, and 82% Spanish. For those few parents who speak Bengali and Arabic, we use a translator. As a result of these surveys, we have identified the need to ensure that communication is provided to our parents in both English and in Spanish. All parental communication (written and oral, as well as School Messenger) is sent home in both English and in Spanish. All Parent Association meetings are held in English with Spanish translation. All Parent-Teacher Conferences are held in English with Spanish translation available in each classroom for monolingual teachers. Any teacher-parent meetings or administrator-parent meetings has Spanish translation available. Main office personnel are bilingual. Our Parent Coordinator is bilingual. Staff in both the health and dental clinic is bilingual. General school-based information is typically laid out before the school-year begins in an agreed upon school calendar of events and important information. Therefore, all other required DOE information to parents is provided in both English and Spanish.

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.

Some of the major findings of our school's written translation and oral interpretation needs are: A majority of our parent population requires that information is available to them in the Spanish language. Also, we found that parent training is necessary in many areas including Title I ESL programs, health and nutritional programs, workshops that include NYS and NYC testing information, high school admission process, as well as assistance in understanding how to read students' transcripts and completing different surveys. Parents at our school need to have every letter or document translated into Spanish. Furthermore, Spanish oral translation is available at every parent meeting, workshop and activity. Parents are informed at the time of registration and via initial communications that all information will be made available to them in both English and in Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school sends all pertinent information in Spanish and English. ATS provides school information on student languages spoken at home. Our school currently has a large Spanish population. The parents receive communication via letters, phone calls and a monthly calendar prior to any upcoming events. The School Messenger that converts the written word into a digital phone call, as necessary, to ensure that parents receive information in a timely fashion. Since numerous staff members speak, read and/or write Spanish, outside contractors are not necessary. The Parent Coordinator provides assistance to the parents and teachers whether is to translate into English or Spanish. For non-Spanish or English speaking parents, DOE has provided written translations in other languages. When necessary, the school will request support from the DOE's Translation and Interpretation Unit to help with written and oral translations. Every parent letter or document will be translated into Spanish. Bilingual certified staff will work with all written translations. They will make sure that translated versions are sent home together with the English versions.

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

The oral presentation services are provided to parents by our school's Parent and Intake coordinator, counselors, and members of our school staff. When necessary, the school will request support from the DOE's Translation and Interpretation office to help with written and oral translations. At every parent activity we will have bilingual staff providing oral interpretation services. We will also have bilingual staff providing oral interpretation services anytime a parent requests it. We will continue to offer all workshops, conferences, meetings and activities in both Spanish and English.

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>.

The DOE's Translation and Interpretation office provides written translations of documents our school submits into many of the foreign languages specified. Physical translators (in-person) can be provided by the DOE or private contractors to our school when requested in a timely manner for assistance with meetings, assemblies, workshops, etc. for the parents.