

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

**School Name:** DUAL LANGUAGE MIDDLE SCHOOL  
**DBN (i.e. 01M001):** 03M247  
**Principal:** CAITLIN CALDWELL  
**Principal Email:** [CCALDWELL2@SCHOOLS.NYC.GOV](mailto:CCALDWELL2@SCHOOLS.NYC.GOV)  
**Superintendent:** ILENE ALTSCHUL  
**Network Leader:** CRISTINA SOLIS

### 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
Caitlin Caldwell	*Principal or Designee	
Maria Cahn	*UFT Chapter Leader or Designee	
Karen Lopez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mayela Gaytan Valdez	Member/ Guidance Counselor & SLT Chair	
Lauren Prentiss	Member/ Teacher & SLT Secretary	
Anshu Prabha	Member/ Teacher	
Jennifer Henzi	Member/ Teacher	
Justin Chao	Member/ Teacher	
Alma Salgado	Member/ Parent	
Noemi Arce	Member/ Parent	
Iris Santana	Member/ Parent	
Graciela Olivera	Member/ Parent	
Modesta Alvarez	Member/ Parent	
Guillermina Lopez	Member/ Parent	
	Member/	
	Member/	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

- **By June 2015 the percentage of students performing at or above a level 2 in literacy as measured by the New York State ELA Examination will increase from 61.7% to 67.0%.**
  - As of September 2014, 38.3% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination.
  - By June 2014, the percentage of students achieving a proficiency rating of Level 1 will decrease from 38.3% to 33.0% or less.
- **Capacity Framework Alignment:** *Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Supportive Environment, Trust*

### 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.

- At the beginning of each school year, staff and administrators at Dual Language Middle School engage in comprehensive data analyses. Analyses of the ELA data indicate that at the beginning of each school year, approximately 38.3% of students have achieved a proficiency rating of 1 on the NYS ELA exam during the previous school year. English Language Learners, General Education Students, and Special Education Students are all represented in the category of students achieving a level 1 proficiency rating; as a result, school leaders and staff members recognize the importance of strengthening curriculum and instruction in order to leverage improved student outcomes in the area of English Language Arts.
- A review of qualitative data streams including student work samples and unit assessment data, as well as New York City performance assessments in ELA and Social Studies, indicate that students' greatest needs are in the areas of analytical and argumentative writing.
- According to New York State student assessment data, as of September 2014 38.3% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination during the 2013-14 school year.
- During fall 2014 a school-wide Reading assessment was conducted using Village Academies Reading Assessment in order to identify students' independent reading levels to strengthen data streams used to differentiate instruction. At this time, school leadership determined that more than 50% of students enrolled at Dual Language Middle School are reading below grade-level.
- According to the 2014 School Quality Report, Dual Language Middle School students in the lowest third demonstrated an 81.0 percent growth percentile while the school median adjusted growth percentile was 73.0.
- According to the 2014 School Quality Report, the percent of Special Education students in the 75<sup>th</sup> growth percentile on the New York State ELA exam was 73.8%, which was a nine and four-tenths percent increase compared to the results in 2012-2013. However, the percent of English Language Learners in the 75<sup>th</sup> growth percentile or higher was 54.9%, an increase of only 1.1% as compared to the 2012-2013 results. These trends provide impetus for increasing instructional alignment and further informing curricula with student data, resulting in improved differentiation.

### 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. Differentiated, small-group Book Club literacy intervention program; and
2. Periodic assessment of students' independent and instructional reading levels (once per quarter, at minimum) ; and
3. English Language Arts teachers will implement explicit vocabulary instruction within Reading and Writing lessons so build students' background knowledge and strengthen students' academic vocabulary; and
4. Monthly professional development focusing upon Universal Design for Learning to increase student access to rigorous instruction, implementation of formative/summative assessment, and literacy instruction for all; and
5. Continuous professional development provided to all teachers focusing upon differentiation and language development strategies that can be implemented across content areas to enhance students' literacy skills.

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

1. English Language Arts Teachers
2. ESL Teachers
3. Special Education Teachers
4. Teacher Leaders
5. Administrators

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

1. Each trimester teacher teams will conduct an inventory by which they will evaluate and strengthen English Language Arts curricular alignment with both the Common Core Standards and the New York State Standards during department meetings, individual meetings, and staff-wide professional development sessions as reflected by improved units of study; and
2. Monthly professional development to will be provided for all teachers in the areas of reading proficiency, literacy instruction, and reading assessments; and
3. Throughout the year teacher teams will create Common Core-aligned Book Club units of study and assessments through which students will explore specific genres (both fiction and non-fiction) as measured by a summative inventory of units of study; and
4. Each trimester teachers will collect and analyze student assessment data regarding reading comprehension skills aligned with 10 Strands: *Making Connections, Genre, Plot & Sequence, Cause & Effect, Character, Words & Phrases, Setting, Facts & Details, Main Idea & Theme and Author's Point of View* in order to analyze progress; and
5. Monthly professional development dedicated to the use of assessment data in order to both to inform and differentiate literacy instruction in all content areas including English Language Arts and Book Club as evidenced by professional development agendas and improved units of study; and
6. Administration of Village Academies reading assessments in September, December, March, and June which indicate improved reading proficiency; and
7. Teachers will be provided access to real-time student assessment data through the teacher-developed trackers, updated no less than twice per semester, which are organized according to corresponding Mathematics strands and standards.

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

1. Implemented in September, formative assessment throughout 2014-2015 school year, summative data based on 2015 ELA exam results.

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

1. Scheduling:
  - a. After school ESL program designed to strengthen the reading, writing, listening, and speaking skills of students identified as ELL; and
  - b. Implementation of differentiated reading comprehension and writing curricula aligned with New York State ELA examination and Common Core State Standards funded by Title III moneys; and
  - c. Supplemental ELA support provided during the school day as small-group reading instruction ("Book Club) and additional push-in supports provided by ESL and Special Education Teachers.
2. Staffing/Training:
  - d. ESL certified teachers will provide push-in instruction within content area classes
  - e. Continued training in the use of SmartBoards and technology in order to differentiate instruction targeting the needs of ELLs
  - f. Fifteen teachers will provide small group guided reading instruction three times per week targeting the needs of ELL students
  - g. Professional development dedicated to differentiation strategies for English Language Learners as applied to reading, writing, speaking, and listening in all content areas
3. Budget:
  - h. Title III funding will be used to fund the ELL after school programs
  - i. Tax-levy funding will be used to fund NYSESLAT preparation
  - j. Per Session resources devoted to ELL after school preparation workshops through the use of Title III funds.

**Strategies to Increase Parental Involvement**

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

1. Students will present their literacy achievements and reading progress to their parents during student-led conferences.
2. Parents will be able to attend a workshop about the new CCLS and the impact of these standards on the literacy curriculum.
3. Parents will be trained in the use of ARIS link in order to have access to students' ELA progress and exam results.
4. Parents will be provided an opportunity to attend a workshop focused upon strategies they can use at home to support their child's literacy academic progress in the core content areas.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #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 the percentage of students performing at or above a Level 3 as measured by the New York State Mathematics Examination will increase from 32.6% to 38.0%.**
  - As of September 2014, 32.6% of students enrolled at Dual Language Middle School achieved a proficiency rating of level 3 or better on the NYS Math Examination.
  - By June 2014, the number of students achieving a proficiency rating of Level 3 or better will increase from 32.6% to 38%.
- **Capacity Framework Alignment:** *Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Supportive Environment, Trust*

### 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.

- As of September 2014, 32.6% of students enrolled at Dual Language Middle School achieved a proficiency rating of level 3 or better on the NYS Math Examination.
- Results from the 2013-2014 New York State Mathematics exam results indicate that students in the lowest third citywide demonstrated a median adjusted growth percentile of 88.5, an increase of 14.5 points as compared to the 2012-2013 results.
- The percentage of students with disabilities at a 75% growth percentile or higher in Mathematics according to the 2014 New York State Math exam was 64.3%, an increase of 19.9% as compared to the 2012-2013 results. The percentage of English Language Learners in this category was 58.5%, as 11.2% increase as compared to the 2012-2013 results.
- These data provide an impetus to further align curriculum with students' needs as identified through comprehensive data analyses and individual student mastery tracking.

### Instructional Strategies/Activities

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

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

1. Differentiated instruction and grouping within the instructional program will be informed by grade-level trackers and student assessment data;
2. Monthly professional development focusing upon development of mastery objectives, implementation of formative/summative assessment, and literacy instruction for all; and
3. Small group instruction developed by Math department provided during after school based on interim assessments results for students identified as Level 1 or Level 2 per the 2013-2014 New York State Math Exam; and
4. Mathematics support that is aligned with the Common Core State Standards is available to all students during the after school program; and
5. ESL and bilingually certified Math specialist providing team-teaching support in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Math classes; and
6. Continuous professional development provided to all teachers focusing upon use of data to differentiate instruction and methods by which formative assessment data are collected and instruction can be adjusted to meet the needs of students exceeding, meeting, approaching, and below standard, as well as special populations (Students With Disabilities and English Language Learners), respectively.

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

1. Math Teachers
2. Special Education Teachers
3. Teacher Leaders
4. Administrators

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

- a. Strategies/activities that encompass the needs of identified student subgroups:
- b. Differentiated, small-group extended day program with mastery objectives informed by grade-level trackers and student assessment data will be examined twice per marking period to regroup students and identify target students and standards for re-teaching.

- c. Monthly professional development focusing upon Universal Design for Learning to increase student access to rigorous instruction, implementation of formative/summative assessment, and access to rigorous instruction for all; and
- d. Continuous professional development provided to all teachers focusing upon use of data to implement differentiation ; and
- e. Small group instruction developed by Math department provided during school day based on interim assessment results for students identified Level 2 per the 2013-2014 New York State Math Exam; and
- f. During Mathematics department meetings and individual meetings with school leadership team members, teacher teams will evaluate and strengthen Mathematics curricular alignment across grade levels vertically and horizontally as well the implementation of the Common Core Standards . This progress will be evaluated twice per semester during department meetings and individual meetings with school leaders; and
- g. Teacher teams will develop re-mastery Mathematics lessons and assessments which are informed by student assessment data. The effectiveness will be evaluated twice per semester as through analyses of student exam data; and
- h. Teachers will be provided access to real-time student assessment data through the teacher-developed trackers, updated no less than twice per semester, which are organized according to corresponding Mathematics strands and standards.

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

- 1. Implemented in September, formative assessment throughout 2014-2015 school year, summative data based on 2015 Math exam results.

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

- 1. Staffing/Training:
  - a. A full-time ESL certified teacher will provide push-in instruction within Mathematics for all students identified as ELLs based upon the 2013-14 NYSESLAT results;
  - b. Special Education teachers will provide at-risk push-in supports in Mathematics;
  - c. Continued training in the use of SmartBoards and technology in order to differentiate instruction targeting the needs of ELLs; and
  - d. Professional development dedicated to differentiation strategies as applied to reading, writing, speaking, and listening in Mathematics.
- 2. Budget:
  - e. Title III funding will be used to fund the ELL after school programs
  - f. Per Session resources will be devoted to Mathematics after school support.

**Strategies to Increase Parental Involvement**

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

- 1. Students will present their literacy achievements and reading progress to their parents during student-led conferences.
- 2. Parents will be able to attend a workshop about the new CCLS and the impact of these standards on the literacy curriculum.
- 3. Parents will be trained in the use of ARIS link in order to have access to students' ELA progress and exam results.
- 4. Parents will be provided an opportunity to attend a workshop focused upon strategies they can use at home to support their child's literacy academic progress in the core content areas.

**Budget and Resource Alignment**

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

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

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### Goal and Action Plan #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, one-hundred percent of teachers will align content-area curriculum with the Common Core Learning Standards and inclusion of students' development and practice of academic and personal behaviors in accordance with the 2014-2015 Citywide Instructional Expectations and in alignment with The Capacity Framework as evidenced by review of curriculum maps and student work products.**
- **Capacity Framework Alignment:** *Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, Trust*

#### **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.

- In accordance with the 2014-2015 Instructional Expectations set forth by the New York City Department of Education, by June 2015 curricula in all content areas will be revised to reflect the CCLS and Common Core Instructional Shifts, as well as multiple points for students' to access rigorous content, where appropriate.
- Based upon feedback provided during both announced and unannounced visits conducted by District 3 Superintendent Ilene Altschul, as well as internal needs assessments of content, curriculum, and student progress, one of the greatest areas in which Dual Language Middle School is able to further develop is the alignment of our Advisory curriculum with the Academic and Personal behaviors, as well as to ensure that all content-areas are completely aligned with the common core learning standards through implementation research-based practices (e.g., Universal Design for Learning).

#### **Instructional Strategies/Activities**

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

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

1. Monthly professional development focusing upon development of authentic, standards-based assessments that are also aligned with the NYS and CCS Standards; and
2. Continuous professional development provided to all teachers focusing upon use of data to differentiate instruction and methods by which formative assessment data are collected and instruction can be adjusted to meet the needs of students exceeding, meeting, approaching, and below standard, as well as special populations (Students With Disabilities and English Language Learners), respectively; and
3. Department meeting time each month will be devoted to the collaborative review and revision of units and student work products in order to strengthen alignment with the CCLS.
  - i. In all content areas, teachers' curricular units will reflect the CCLS and Common Core Instructional Shifts, where appropriate, by June 2015.
  - ii. In all content areas, teachers will collaborate to utilize student data in order to identify strategies for increasing student achievement through implementation of differentiation strategies and UDL principles; and
  - iii. In all content areas, teachers will identify strategies by which they can support students' development and practice of academic and personal behaviors including persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation; and
  - iv. Continued implementation of a school-wide Advisory program which reflects a supportive environment, whereby students learn and implement skills that reflect persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation.
4. Implementation of school wide advisory curriculum that is aligned with the Capacity Framework (supportive environment), elements of Universal Design for Learning (goal-setting, progress monitoring), and supporting students' development of Academic and Personal behaviors.

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

1. All Instructional Staff
2. All Advisors
3. School administrators

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

1. Three times per trimester teachers will collaboratively evaluate alignment of curricula with the CCLS and revise curricula based on feedback from school leadership and colleagues; and

- 2. Departments will evaluate the rigor and alignment of the tasks twice per semester during department meetings and/or staff meetings; and
- 3. Twice per semester (at minimum) teachers will engage in collaborative decision-making and review of CCSS-aligned units and tasks to refine rigor and alignment with the Common Core State Standards.
- 4. Once per semester (at minimum) Advisors will participate in

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

- 1. Implemented in September with consistent refinement and revision throughout the year. Progress will be assessed during June through review of units of study, sample tasks, and student work samples.

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

- 1. Staffing/Training:
  - a. All teachers will participate in school-wide professional development focusing upon academic and personal behaviors as outlined in the Instructional Expectations for 2014-15;
  - b. All teachers will participate in monthly, on-site professional development focusing upon instructional alignment, providing students access to rigorous content, and encouraging students' critical thinking and discussion;
  - c. All teachers will participate in individualized meetings with school leaders during which curriculum will be reviewed and instructional tasks will be examined and refined in order to increase rigor and instructional alignment and encourage students' critical thinking; and
  - d. All teachers will participate in grade-level workshops focusing upon conducting parent outreach and engaging parents in the school community, including facilitating student-led conferences.
- 2. Budget:
  - a. Tax Levy funding will provide moneys for teachers' salaries.

***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).

Parents will attend a workshop informing them of the implementation of CCLS and the impact of these standards on the literacy, math, science, and social studies curricula.

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #4

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

### Annual Goal #4

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

- **One hundred-percent of teachers will engage in differentiated professional development and collaborative learning which focuses upon a research-based framework for teaching to examine and enhance professional practice during the 2014-2015 school year.**
- **Capacity Framework Alignment:** *Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Trust*

### 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.

- Student data trends reveal the following patterns as measured by New York State Math and ELA Assessments:
  - As of September 2014, 38.3% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination.
  - As of September 2014, 32.6% of students enrolled at Dual Language Middle School achieved a proficiency rating of level 3 or better on the NYS Math Examination.
- According to the 2014-2015 Citywide Instructional Expectations and Capacity Framework set forth by the New York City Department of Education, the school leader(s) will actively support teacher growth as follows:
  - Support teacher teams in planning lessons and units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments to narrow the gap between what the standards require and what the students know and are able to do;
  - Ensure teachers' deep understanding of the components of Danielson's *Framework for Teaching* included in the new teacher evaluation and development system to help improve instruction and student learning and provide opportunities for implementation of feedback and professional development in alignment with the *FFT*; and
  - Encourage collaborative feedback practices through participation in three cycles of peer inter-visitation and feedback (per year); and
  - Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards.

### Instructional Strategies/Activities

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

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

1. Professional Development: Using Charlotte Danielson's *Framework for Teaching* to build teachers' capacity to plan and deliver quality instruction.
2. Provide strategic, individualized/department specific support for the refinement of curriculum in alignment with the Common Core and practice in alignment with Danielson's *Framework for Teaching*.
3. Implement cycles of peer observation and inter-visitation to strengthen the culture of feedback and growth.

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

1. Teacher leaders
2. All teachers
3. School leadership and administrators

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

1. By the end of the school year, teachers will use Danielson's *Framework for Teaching* to evaluate and reflect upon their own professional growth and areas in need of further development at least two times during the school year by focusing on the eight priority components;
2. Individual Meetings: Differentiated meetings between individual teachers and administrator(s) provide feedback to teachers using Danielson's *Framework for Teaching* as a lens for both providing feedback and action planning based on feedback
3. Department Meetings: Departments will engage in cycles of collaboration and feedback focusing upon *FFT* competencies selected by the department based upon student learning and teacher practice needs;
4. Professional Development: Charlotte Danielson's *Framework for Teaching* will be used to strengthen teachers' capacity to deliver quality instruction through monthly professional development sessions;
5. By June, 2015 all teachers will participate in a minimum of two peer observations during which they will craft feedback aligned with Danielson's *Framework* and share the feedback with observed teachers to leverage improved instructional practice; and
6. School leaders will provide strategic, individualized/department specific support for the refinement of curriculum in alignment with the Common Core which reflects

multiple points for student access, and strategies for strengthening teacher practice in alignment with Danielson's *Framework for Teaching* during department meetings each week and a minimum of one monthly staff-wide professional development session.

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

1. Implemented in September, formative assessment and review of professional development throughout 2014- 2015 school year, end-of-year assessment based on PD archives and observation archives in June 2015.

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

1. Staffing/Training:

- a. All teachers will be provided monthly, on-site professional development focusing upon examination, analyses, and implementation of Charlotte Danielson's *Framework for Teaching*
- b. Teachers will set year-long goals rooted in Danielson's *Framework for Teaching*, which will be revisited once during the year and once at the end of the year to tailor individualized support to ensure teacher growth and strengthen teachers' practice.

2. Budget:

- a. Tax Levy funding will provide moneys for teachers' salaries.

**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).

Parents will be able to attend a workshop about the new teacher evaluation system and the impact of these standards on the math, literacy, science, and social studies curriculum.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #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.

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

1.

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

1.

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

6.

#### **7. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### **Academic Intervention Services (AIS)**

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Small group ELA support, Read180	Small group	During the school day and after school
<b>Mathematics</b>	Small group Math support using standards-based trackers	Small group	During the school day and after school
<b>Science</b>	Small group Science support using standards-based trackers	Small group	During the school day and after school
<b>Social Studies</b>	Small group Social Studies support using standards-based trackers for re-mastery	Small group	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling services	Individual and/or group	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As part of the hiring and interview process, school leaders prioritize teachers who are HQ and hold certification(s) in multiple areas. Strategies for retention include ongoing professional development, participation in the Model Teacher program, and partnerships with Community-Based Organizations (i.e., Urban Advantage) and the Leadership Program in order to further develop capacity for teacher leadership. Additionally, all staff members are invited to participate in three annual Teacher Leadership Retreats in August, March and May, respectively. These meetings are designed to foster teacher leadership, collaboration, and capacity for sustainability through retention of highly qualified staff members.

**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).
Weekly professional development (staff-wide and individual) will be differentiated based on staff members' interests and areas in need of further support as identified during informal and formal observations and teacher reflection. The topics therein will address Danielson's <i>Framework for Teaching</i> , The Capacity Framework, the Instructional Expectations for 2014-15, and the continued implementation of the CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Moneys from the yearly budget will also be set aside to fund continuing education and professional development for those staff members who are identified as non-"HQT". Dress code items, basic school supplies, and academic enrichment field trips will be funded using SWP moneys in order to ensure that all Students in Temporary Housing are able to participate fully in the academic program. Afterschool will be provided at no charge through the use of Title I funds, as well.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers were included in the MoSL decision making process throughout the summer and during the beginning of the school year. The outcomes of the MoSL selection process were shared during in-service professional development in September 2014. Additionally, the MoSL selections have been revisited, examined, and used to set individual annual goals.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

**Parent Involvement Policy (PIP)**

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

## **School Parental Involvement Policy:**

### **I. General Expectations**

Dual Language Middle School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

Dual Language Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- DLMS will hold Open School Week in September to recruit parental participation
- Our Parent Coordinator will hold informational sessions to recruit parents
- PA members will network with other parents to recruit parents
- DLMS will send letters home to parents through students and regular mail to recruit parents

Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review
- We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
- The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.

Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Our Parent Coordinator will conduct workshops for parents to help them support their children in school.
- Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.
- Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
- All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

Dual Language Middle School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

N/A

Dual Language Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- The PA in conjunction with the Parent Coordinator will conduct surveys to assess parents' satisfaction with DLMS' parent outreach.
- The School Leadership Team will utilize the PA's findings and identified trends in parental feedback forms to address specific areas of concern in the upcoming Comprehensive Educational Plan.

Dual Language Middle School will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards

- the State’s student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

The Parent Coordinator will conduct workshops to educate parents about the state standards and academic assessments several times during the school year.

DLMS will offer Open School Week wherein parents can pick up informational documents about the standards and assessments.

Academic Advisors will answer individual questions as they come up.

The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Our Parent Coordinator will inform parents in a timely, ongoing basis of activities to improve academic achievement such as ESL classes, literacy initiatives, and technology training.
- We will keep parents abreast of NYCDOE and UFT resources available to support them.
  - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by :

Professional development sessions for all teachers will be held to educate teachers of the responsibilities as Academic Advisors.

All teachers will be encouraged to participate with parents in the PA and SLT.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

N/A

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- All calendars, letters, and flyers will be sent home in both English and Spanish following the same format.
- The Parent Coordinator will orient the parents to the formats of school communications during Open School Week.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### ***SCHOOL-PARENT COMPACT***

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

#### **School-Parent Compact:**

Dual Language Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

Dual Language Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- DLMS will adhere to mandated state and city content area curricula where appropriate, adhere to the objectives set forth within the Comprehensive Education Plan, and maintain a high level of parent-teacher communication via our advisory system.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.] Parent Teacher conferences will be held at the end of the first, second, and third academic trimesters.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.] Academic Advisors will be responsible for communicating academic concerns to parents on an ongoing basis, and generally communicate student progress at least once per month.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.] Staff will be

available to parents during Open School Night, Parent Teacher Conferences, during professional activity periods (by appointment), and at individual discretion for appointment.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.] Parents will be invited to participate in school field trips, academic units of study where applicable, school-wide events, fundraising activities, and during Open School Week.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Parental Feedback forms will be available during Open School Week, parent-teacher conferences, and other school wide events to solicit parental input. The PA and SLT will participate in the revision of the upcoming CEP.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way. Parents will be made aware of students' independent reading levels to promote progress in the SWP guided reading instruction.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.  
N/A
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. N/A
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. N/A
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Monthly PTA meetings will occur and operate as a venue for parents to air concerns, offer suggestions, and provide input about the academic program.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Every parent will be mailed an individual student report of performance on mandated assessments in a timely manner.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. If this situation arises, we will inform parents as required by Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes, everyday, outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Complete all projects on time.
- Respect my school community and stay a productive member of it.
- Behave according to the R.E.A.C.H. values.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>

• **DBN: 03M247**

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$133,105.50	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,306,033.00	X	See action plan

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

## Part I: School ELL Profile

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

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>247</b>
School Name <b>Dual Language Middle School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Caitlin Caldwell</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Maria Cahn</b>	Guidance Counselor <b>Mayela Gaytan</b>
Teacher/Subject Area <b>Anshu Prabha/ELA</b>	Parent <b>Yannia Rodriguez</b>
Teacher/Subject Area <b>Hugo Tovar/Bil. Social Studies</b>	Parent Coordinator <b>Blanca Ortiz</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>196</b>	Total number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>28.57%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	18
SIFE	5	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	23	3		19	2		11			53

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>23</b>	<b>3</b>	<b>0</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>53</b>
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														<b>0</b>
Spanish														<b>0</b>
SELECT ONE														<b>0</b>
SELECT ONE														<b>0</b>
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
SELECT ONE													24	39	17	46	12	54	53	139
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>39</b>	<b>17</b>	<b>46</b>	<b>12</b>	<b>54</b>	<b>53</b>	<b>139</b>											

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>196</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>196</u>
	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	17	12					53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>17</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	3	2					9
Intermediate(I)							2	1	4					7
Advanced (A)							18	13	6					37
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>17</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	7	0	0	16
7	6	3	1	0	10
8	9	3	0	0	12
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		13		0		0		18
7	8		2		1		0		11
8	9		5		0		0		14
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		13		1		0		14

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 Government				
Foreign Language				
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)	14	13	6	7	10	37	40	15
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 the beginning of each year, a Fountas-Pinnell aligned reading assessment is administered to all students regardless of English Language Proficiency. The assessment, administered in October 2013, revealed that none of the English Language Learners enrolled were reading on grade-level. Further, 100% of ELLs, regardless of proficiency, currently demonstrate reading proficiency at least

two levels below grade level.

This data is used to drive student groups within our small-group literacy program, also known as "Book Club". English Language Learners in the Advanced range of proficiency, as well as former ELLs and English Proficient students, are grouped according to independent reading levels. Small-group reading instruction is then provided to the students using texts within students' instructional reading level. Additionally, all teachers utilize students' reading levels to provide leveled content-area texts within content-area instruction.

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

The NYSESLAT results indicate the following patterns. In sixth grade, proficiencies were as follows: 4 Beginner level ELLs, 3 Intermediate level ELLs, and 19 Advanced level ELLs. In 7<sup>th</sup> grade, proficiencies were as follows: 2 Beginner level ELLs, 2 Intermediate level ELLs, and 12 Advanced level ELLs. In 8<sup>th</sup> grade, proficiencies were as follows: 2 Beginner level ELLs, 4 Intermediate level ELLs, and 7 Advanced level ELLs.

General trends from indicate that students in all grades consistently demonstrate the highest levels of proficiency in the speaking portion of the NYSESLAT. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners. In contrast, students have demonstrated the lowest levels of proficiency in reading comprehension. This need is being addressed through multi-modal ESL support, including small group, computer-based literacy instruction. Finally, students demonstrated marked improvements within the writing portion of the NYSESLAT assessment during the 2012-2013 school year. These findings inspired a school-wide focus on writing instruction across content areas, resulting in improvements during the 2012-2013 school year which will continue during the 2013-2014 school year. This observation can be attributed to collaborative efforts of ESL and content area teachers focusing upon strengthening all students' writing skills across the grade level curriculum.

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

Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting. Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

4. For each program, answer the following:

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

The following patterns are evident upon analyses of the data. The greatest number of entitled ELLs, 26, are currently 6<sup>th</sup> graders. The fewest number of ELLs, 13, are currently 8<sup>th</sup> grade students. There are 16-seventh grade students who are entitled to ESL services based upon the results of the NYSESLAT and LAB-R examinations.

The NYSESLAT results indicate the following patterns. Among sixth graders, proficiencies were as follows: 4 Beginner level ELLs, 3 Intermediate level ELLs, and 19 Advanced level ELLs. In 7<sup>th</sup> grade, proficiencies were as follows: 2 Beginner level ELLs, 2 Intermediate level ELLs, and 12 Advanced level ELLs. In 8<sup>th</sup> grade, proficiencies were as follows: 2 Beginner level ELLs, 4 Intermediate level ELLs, and 7 Advanced level ELLs.

The greatest level of beginner and intermediate students are present in 6<sup>th</sup> grade; the fewest are in 7<sup>th</sup> and 8<sup>th</sup> grade. The greatest number of students performing within the Advanced and Proficient range are present in the 7<sup>th</sup> and 8<sup>th</sup> grade cohorts, while the least are present in 6<sup>th</sup> grade.

Additionally, greatest number of identified ELLs are members of the 6<sup>th</sup> grade class; the number of students who have not yet

demonstrated proficiency as measured by the NYSESLAT decreases in 7<sup>th</sup> grade and is the smallest in 8<sup>th</sup> grade. According to the NYS ELA exam results, 54.1% of ELLs performed at a level 1, while 45.9% performed at a level 2. English proficient students performed as follows: 30.4%, Level 1; 53.9%, Level 2; 13.9%, Level 3; and 1.7% Level 4. With respect to Math, the results of ELLs were as follows: 48.8%, Level 1; 51.2%, Level 2. English proficient students performed as follows: 15.7%, Level 1; 50.4%, Level 2; 27.0%, Level 3; 7%, Level 4. All students were offered exams in their Native Language during the Math and Science state exam periods; however, students opted to utilize the English versions of the tests for response.

Across proficiencies and in the Dual Language and ESL programs, students who demonstrate greater English proficiency as measured by the NYSESLAT exam also demonstrate improved performance as measured by the NYS ELA and Math exams. ELLs demonstrate a lower average proficiency in both Math and ELA as compared to their English proficient counterparts. As a result, teachers work collaboratively with school leaders to examine and refine curriculum in order to: explicitly teach content-area vocabulary, scaffold students' work to support analyses and critical thinking, and group students more strategically in order to better ELL students' needs within regular classroom instruction and ESL push-in instruction. The ELL periodic assessments are used by school leaders and teachers to reveal specific standards and areas in need of further instruction for target groups of students within the ELL cohort. We are looking forward to reviewing the ELL periodic assessment results in order to inform instructional decisions made to support the ELL students.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Home language surveys and parent interviews are used by teachers to gather information about students' second language development. Students' historical NYSESLAT performance data, as well as NYS Exam history data (when available) are utilized to determine strategies for supporting students' second language development in all content areas. When available, students' prior-year report cards and portfolios are used to assess second language development over time. Additionally, results of students' HLIS are utilized to provide native-language supplements within content area instruction. During professional development and department meetings each week, teams collaboratively examine curriculum and discuss best-practices for supporting ELLs. For example, the Math department reviews ways to explicitly teach Math vocabulary and to provide students with multiple means for learning and applying concepts. Additionally, Social Studies and Science teachers frequently provide students with materials in both their native language and English in order to ensure that students have access to content. Finally, the ELA department collaborates with school leaders to enhance scaffolds and linguistic supports, in English, which serve to increase students development of the English language.

7. For dual language programs, answer the following:

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

English proficient students are assessed using the ELE exam which is administered every Spring.

Results from the 2012-2013 exam indicate that 55 English-proficient students tested performed within the 3<sup>rd</sup> or 4<sup>th</sup> quartile. Thirty-seven of the English proficient students tested performed within the 2<sup>nd</sup> quartile. Only ten students performed within the 1<sup>st</sup> quartile.

English proficient students demonstrate the following performance levels as measured by the NYS ELA Exam: , 54.1% of ELLs performed at a level 1, while 45.9% performed at a level 2. English proficient students performed as follows: 30.4%, Level 1; 53.9%, Level 2; 13.9%, Level 3; and 1.7% Level 4. With respect to Math, the results of ELLs were as follows: 48.8%, Level 1; 51.2%, Level 2. English proficient students performed as follows: 15.7%, Level 1; 50.4%, Level 2; 27.0%, Level 3; 7%, Level 4.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes a Fountas-Pinnell leveled reading assessment at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled reading program (Book Club) which serves to accelerate students reading proficiency. Students' improved reading proficiency as measured by these assessments is one way in which we evaluate the success of the programs provided to ELLs. Additionally, we examine students outcomes as measured by the NYS Math, ELA and Science tests specific to the ELL subgroup. We consider the percentage of students who demonstrate exemplary proficiency gains each year and use those results to better focus our efforts in supporting ELL students' learning. During the 2012-2013 school year, 53.8% of ELLs demonstrated 75<sup>th</sup> growth percentile or higher with respect to ELA. With respect to Math, 47.3% of ELLs demonstrated a 75<sup>th</sup> growth percentile or higher. Finally, we analyze the results of the NYSESLAT examination each year to identify the percentage of students demonstrating proficiency and those who demonstrate at least one level of improvement.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The home language is determined by the parent responses on the HLIS in conjunction with the results of the informal interview administered by the ESL teacher to both parent and child. Each year DLMS begins the process of identifying students who have previously identified as ELLs through NYSESLAT analysis and review of ATS data for students who have been previously enrolled in the New York City school system. The ESL teacher, Ms. Cahn, who also speaks Spanish, administers the home language survey in order to identify necessity of administration of the LAB-R during an informal interview. The home language is then determined using both of these data sources. For those students who are newly admitted to the New York City Public Schools system upon enrollment at DLMS, Home Language Identification Surveys are completed immediately when students are enrolled by the ESL teacher(s). All students' whose families indicate a home language other than English are then administered the LAB-R in order to determine eligibility for ESL services during the school day. The HLIS is administered to any newly enrolled students within 10 days of enrollment by the ESL coordinator. Most often, the HLIS and orientation are conducted on the day of enrollment. According to these surveys, for any students' whose home language survey indicates any language other than English, the ESL teacher administers the LAB-R to the student. The Spanish LAB is administered to all Spanish-speaking ELLs; this is also conducted by the ESL coordinator, Ms. Maria Cahn. Finally, each year begins with a strategic analysis of the NYSESLAT by administrators and instructional staff. The parent orientation presentation informs parent of the 3 NYC ELL programs: ESL, TBE and DL (not the programs in the school) so they can make an informed choice. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided ELL students throughout the school day. In order to ensure that parents are aware of the different options available. The parent orientation video, parent choice resources, and the parent choice letter are provided at this time by the ESL coordinator. All materials are provided to parents in the language of preference.
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.  
During the month of September, workshops are conducted to explain language-support programs available in our school. The ESL teacher, School Leadership Team, and Parent Coordinator and Community Associates explain the program details and discuss options for ESL and dual language instruction with parents. Parents are also consulted regarding TBE, DL, and ESL support. The three programs are described to parents and available programs (push-in ESL and dual language support in Social Studies and Native Language Arts) are explained to parents during these meetings. Parent orientation sessions are provided on an ongoing basis, for students newly enrolled in the NYC public schools within 10 days of admission. The parent orientation presentation informs parent of the 3 NYC ELL programs: ESL, TBE and DL (not the programs in the school) so they can make an informed choice.
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 [\[see tool kit\]](#).)  
In order to ensure that program selection and parent survey letters are returned, community associates, ESL staff, and the Parent Coordinator organize a comprehensive parent outreach effort through phonecalls, one-on-one conferences, and meetings with parents to address any questions about program availability and/or ESL services within the school. Entitlement letters are provided to parents during the orientation. The documents will be collected and stored in the cumulative record card for each student. All parents are asked to complete entitlement letters during the orientation phase of the school year. Letters are collected, catalogued, and responses are organized by the Language Access Coordinator in order to meet the needs of ELLs as indicated by parent choice. The placement letters are also catalogued in students' cumulative record cards.
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.

At the beginning of the school year, the RLAT, RLER, and RYOS reports from ATS are utilized to identify students eligible for ESL instruction, levels of proficiency, and students who are eligible for administration of the LAB-R. These reports are reviewed collaboratively by the ESL coordinator, the ELA department chair, and the principal. Additionally, the ESL instructional program model is discussed with parents during the school curriculum night; programs are explained in parents' native language (indicated on the HLIS and available in ATS). Letters are also sent home which outline the program offerings. Finally, our Parent Coordinator and community associates reach out directly to any parents with whom we are not able to make contact in order to explain the program offerings and answer any questions the parent might have. All parents complete the Parent survey and program selection form after the parent orientation meeting and they are collected by the ESL teacher and kept on file in the ESL coordinator's files and in the students' cumulative folders. Placement letters are mailed to parents within 10 days of admission.

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.

Students who are eligible for the NYSESLAT exam are identified using the RLAT and RLER reports from ATS. In order to ensure that all sections of the NYSESLAT achievement test are administered to all ELLs each year, school leaders begin by constructing a schedule for administration of the Speaking, Reading, Writing, and Listening assessments. These assessments are given on the first date of the testing period in order to provide time to make-up exams for those students who are absent. Exams are then administered those students who are absent before the end of the administration period. Ms. Maria Cahn, ESL coordinator, is responsible for the administration of the NYSESLAT examination in collaboration with the school principal.

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.   
The school leaders and ESL coordinator review the parent choice letters twice each year to ensure parent satisfaction with the program offerings and to ensure that parent choice is honored. Parents who opt for a TBE program are provided opportunities to transfer to schools which offer the desired program. According to parent survey and program selection letter responses, 100% of respondents indicate a desire to participate in the English/Spanish language program with freestanding ESL support. Trends from previous years indicate the same selections.

## 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])?

All ESL support is provided in a co-teaching model. The program model is a "block" model comprised of heterogeneously-grouped ELL students. Students identified as ELLs receive support within content-area instruction to support learning in ELA, math, and other content areas. English Language Learners participate in dual language instruction with push-in ESL support.
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)?

All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in English Language Arts. Students who demonstrate NYSESLAT results within the Beginner or Intermediate proficiency range receive small group Freestanding ESL for 360 minutes in addition to 315 minutes of English Language Arts instruction. Students who demonstrate results within the Advanced range according to the NYSESLAT receive 180 minutes of ESL instruction in addition to the 315 minutes of ELA instruction. Additionally, 180 minutes of native language arts instruction is provided in students' native language, Spanish in both NLA and Social Studies. Finally, students also receive Social Studies instruction provided in Spanish for 180 minutes per week.
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 all three grades students are provided Social Studies instruction in Spanish, which is the native language of students who are identified as ELLs during the current school year. English and Spanish language resources are gathered from TCI resources, as well as those resources which are translated from English by the bilingual teachers. English Language Arts, Science, Mathematics, and the Arts are provided in English with ESL supports (scaffolding, translations when appropriate, and bilingual glossaries). Science and Math instruction are delivered in English, however, Spanish language supports are provided in these content areas through the workshop model with language scaffolds. Methods include explicit vocabulary instruction within the content areas, use of annotated supports and visual models, implementation of technological resources for presentation and response, and multiple methods of response when appropriate. Further, teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in the native language when appropriate. Curriculum in Math, Science, Social Studies, and ELA are aligned with the CCLS and are collaboratively created by teachers. Teachers in Math, Science, Social Studies, and ELA utilize SmartBoard technology, Googledocs, and supplemental technology resources through a 1-to-1 laptop to student program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELLs are evaluated using school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. Students are evaluated in their native language in consultation with the ESL provider, Social Studies, and NLA teachers through the use of teacher made assessments. The ALL-D is utilized to identify any SIFE students upon enrollment. Students present oral reports, engage in classroom discussions which are evaluated by teachers, and complete reading and writing tasks which are both provided in Spanish and aligned with the CCLS.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

In collaboration with the ESL provider and ELA teachers, students who are identified as ELLs are provided opportunities to demonstrate their proficiency in English through speaking, reading, writing, and listening within regular content area instruction. Writing tasks reflect critical thinking and reading comprehension that are aligned with the CCLS for English. The ESL provider collaborates with ELA teachers to assess students' progress in these areas. The periodic ELL assessment was used to determine students' reading and listening proficiencies. Informal assessments of students speaking proficiencies are administered by the ESL provider during content-area instruction throughout the school year (at least once per semester). Assessments of writing proficiency are administered once every 6-8 weeks.
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).

Those students who are identified as SIFE we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. These students are provided small group support by content-area teachers within content-area instruction in order to differentiate and address students' learning and linguistic needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups are experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT outcomes. Those students performing within the beginner range also have an opportunity to participate in intensive, small group literacy instruction through a program called READ180.

In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum. During the 2011-2012 year, Dual Language Middle School began implementing a computer-based reading comprehension and fluency program that is research based and proven to improve language development of ELLs as a part of the ESL program. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental examination in the students' native language (in this case, Spanish) for reference. All ELL students participate in Spanish language instruction in order to strengthen the transference of language development in both native and second language. In addition, all ELLs are offered both visual and performing arts classes during the school day. Sixth, seventh, and eighth grade ELL students and ELL students with disabilities participate in the general education curriculum full-time with push-in support. Finally, Visual Art is offered at least two periods per week and performing arts (Dance) a minimum of three periods per week for all students, including ELLs and ELLs with disabilities.

For SIFE students, small group instruction is utilized within the regular school day in all content areas order to ensure students are developing appropriate academic and linguistic skills which will advance language proficiency and content-area learning.

For ELLs who have been receiving ESL services for 0-3 years, small group instruction and individualized supports are provided based on students' needs identified through the use of a tracker. Students are provided guided notes and modified homework assignments which address needs specific to the Beginner range of English proficiency. Students are also included in a technology-based Reading support program three times per week during the regular school day to accelerate language proficiency.

For ELLs who have been receiving ESL services ofr 4 - 6 years, small group instruction and modified graphic organizers, classwork assignments, and homework assignments are utilized to address the needs specific to the Intermediate range of English proficiency.

For ELLs who have been receiving ESL services for more than 6 years (Long Term ELLs), students are provided with appropriately modified guided notes supports, glossaries, and vocabulary instruction which appropriately address the needs of students within the Advanced proficiency.

Former ELLs receive testing accommodations and targeted or small-group teacher support in all content areas to continue supporting students' language proficiency maintenance for two years following demonstration of proficiency as measured by the NYSESLAT.

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?  
Small-group instruction and student-specific scaffolding, as well as modeling and graphic organizers, are utilized to provide ELL-SWD students with access to the grade-level curriculum. In Social Studies and Sciece teachers provide content-area texts which are aligned to students' instructional reading levels in order to accelerate students' English language development but which also reflect the grade-level concepts being learned. Teachers strategically identify the core concepts required in each content area to leverage improved student outcomes and scaffold students' assessments and learning tasks in alignment with these decisions. Additionally, all teachers identify content-specific vocabulary and explicitly teach these target words within instruction in addition to content-area concepts.
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?  
Our school utilizes students' IEP recommendations, as well NYS Exam data and content-area diagnostic assessments in order to ensure that students are placed in classroom environments which meet their diverse learning needs. In addition to the use of small-

group instruction and student-specific scaffolding, all ESL services and Special Education Teacher Support and ICT services are provided through a push-in model of support in order to provide students with access to the curriculum in the least restrictive environment. All ELL-SWDs also receive supplemental, small-group reading instruction based upon gender and independent reading levels. This program is provided to all students, including those who are identified as English proficient. These practices ensure that all students have access to the grade-level curriculum, thereby advancing students' through content as they achieve their IEP goals and develop English proficiency. Students are placed in the ICT program after reviewing the IEP recommendations made during the student's most recent annual review.

### 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:				
Science:				

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

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

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

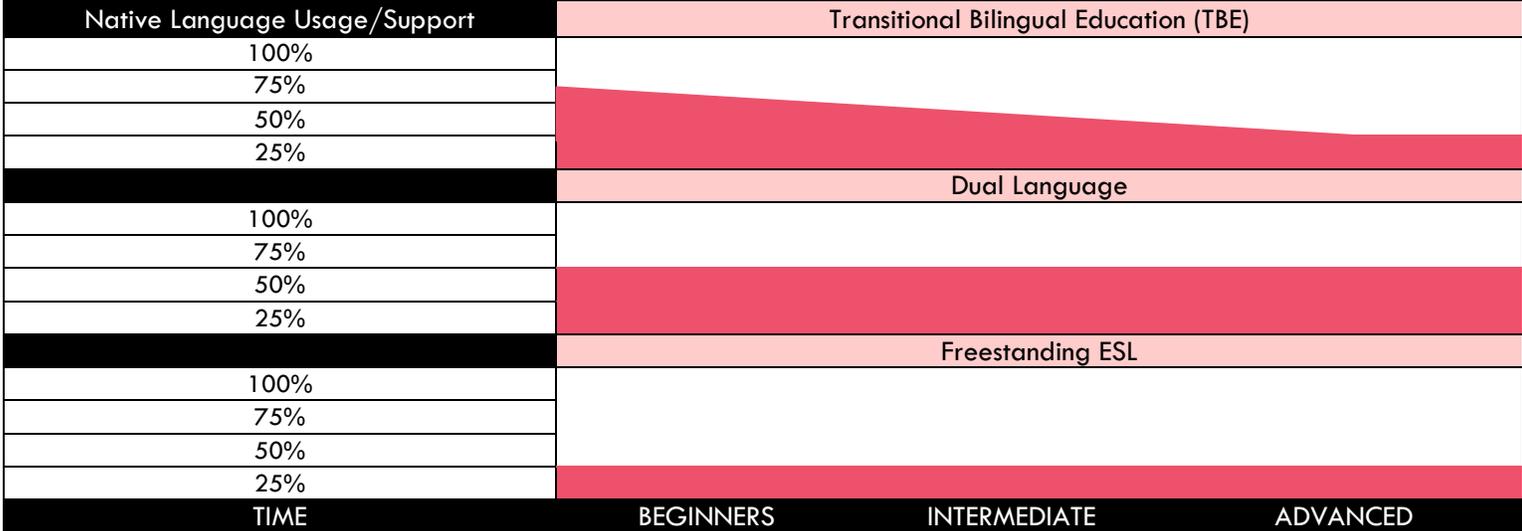
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Although we are not a strict Dual-Language model school, we do offer an English/Spanish Dual Language approach to Native Language instruction across all three grades. The language needs of ELL students inform instruction across all content areas in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level.

After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting.

Those ELLs in need of intensive ELA support are identified using the results of the NYSESLAT exam and the NYS ELA exam, when available. During the 2012-2013 school year, 0% of ELLs demonstrated grade level mastery on the ELA exam. These ELLs participate in additional enrichment during both extended day and after school programs. ELA support is offered primarily in English; NLA support is offered in Spanish. Those ELLs in need of intensive ELA intervention participate in additional small-group enrichment during both extended day and after school programs.

A review of the NYS Mathematics exam data from 2012-2013 revealed that 0% of ELLs scored within the Level 3 or Level 4 range. Those students who scored within the Level 2 and Level 1 range have been identified as ELLs in need of intensive Mathematics intervention who participate in additional enrichment during both extended day and after school programs. Math intervention is provided in both English and Spanish. Those ELLs in need of intensive Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

With respect to Social Studies, students are provided small group, in-class instruction which focuses upon strengthening students' content area knowledge and language proficiency in both Spanish and English.

During the school day all teachers participate in collaborative planning meetings within and among departments in order to enhance language instruction within the content areas. Within the ESL program, specifically, all ESL instruction is delivered within the core content areas. Students' schedules and service provision reflect students needs and proficiency levels, as follows: for those students within the beginner range of language proficiency, ESL services are provided according to mandates within ELA and small group literacy in addition to Social Studies instruction. For those students within the intermediate or advanced ranges of proficiency, ESL is provided within ELA and Social Studies instruction. In all content areas teachers use SmartBoards, individual computers, and audiovisual equipment (including video clips and audiobooks, as appropriate) to engage and support students' language development and overall learning. With respect to language electives, a unique feature of Dual Language Middle School is Spanish language and literacy instruction: one-hundred percent of students, including English Language Learners, participate in Spanish language instruction during all three years of enrollment.

Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting.

Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs. With respect to Social Studies, Science, ELA, and Math, teachers utilize mastery trackers to identify standards in need of further instruction and to develop methods of providing ELLs with targeted support (small group instruction, use of models and visual aids, basic skills intervention) to ensure mastery. These trackers are also used to identify target ELL students with whom teachers work closely during small group instruction within the regular class period.

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

Our current program is effective in ensuring that all students, regardless of language proficiency, have access to content and

concepts taught in all content areas. Content-area and support teachers provide resources in students' native language(s) when appropriate, specifically in Science and Social Studies. Native language resources include glossaries, translated editions of texts, translated student handouts, and native language-English dictionaries. Based upon current student performance data and comparisons to students' performance on the NYS exams and diagnostic assessments, students in the current program are demonstrating improvements in English proficiency and content area mastery (Science, Social Studies, and Math) across 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

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

This year we will enhance the implementation of the READ180 platform for reading instruction in order to support ELL students' development with respect to reading.

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

All programs available during the 2012-2013 school year will be continued this year.

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

All ELLs participate in a comprehensive visual and performing Arts program which is provided within the regular instructional program. Finally, all ELLs are enrolled in the school-based afterschool program at no cost to families. Long-term and former ELLs are provided supplemental content-area support as a part of the afterschool program. During this time ELLs may participate in musical theater, homework help, Science Club, and dance team, should they choose. Students and families of ELLs are invited to participate through direct parent contact and invitations to participate which are sent home in both English and Spanish.

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

All teachers utilize SmartBoard technology in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials in students' native language(s) when appropriate. Native language materials include translated editions of primary source texts and content-area texts, Spanish-English glossaries, Spanish-English dictionaries, and oral translations (when appropriate).

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

Native language materials include translated editions of primary source texts and content-area texts, Spanish-English glossaries, Spanish-English dictionaries, and oral translations (when appropriate). Native language skills are also taught within Native Language Arts, including grade-level writing skills, grammar, syntax, and comprehension of primary/technical texts in students' native language.

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

At the middle school level it is essential that students have access to all of the content within regular classroom instruction. As a result, all services are provided within the content-area classrooms in order to ensure students' needs are met using methods and content reflective of the grade-level curriculum.

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.

Parents and families of newly enrolled ELLs, including the newly enrolled student(s), are invited to meet with the parent coordinator, ESL teacher, and Language Access Coordinator at the beginning of the year to discuss the program options and academic programs available within the school. Families of new ELLs who enroll throughout the school year also meet with the LAC, ESL teacher, and parent coordinator to assist students in transitioning into the school community.

18. What language electives are offered to ELLs?

Students participate in Native (Spanish) Language Arts within the regular program.

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)?

All students receive at least seven periods of Dual Language instruction in the target language in each grade. English Proficient Students and ELLs are integrated during the entire instructional day. A sample schedule for a beginner ELL include:

1<sup>st</sup> Period: Native Language Arts

2<sup>nd</sup> Period: Math

3<sup>rd</sup> Period: ELA (ESL push-in)

4<sup>th</sup> Period: Dance

5<sup>th</sup> Period: Social Studies (in Spanish)

6<sup>th</sup> Period: ELA

7<sup>th</sup> Period: Small Group ESL

(Science is included also, however, not on this particular day).

The target language, Spanish, is the language of instruction for both Native Language Arts and Social Studies. The Dual Language model of instruction for ELA and NLA is a modified side-by-side approach, as skills taught during ELA are reinforced in NLA. Emergent literacy is addressed through a simultaneous approach.

### 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 addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon strategies to support ELLs in language acquisition across content areas. Instructional staff use multiple resources, including *Building Academic Vocabulary* by John Marzano and *Classroom Instruction That Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. All staff participate in professional development every Monday during the school year. Professional development is provided by school leaders and teacher leaders focusing upon: strategies for providing differentiated instruction which meets the needs of ELLs, Common Core Learning Standards, and strategies for supporting students in acquisition of academic vocabulary and improved reading comprehension, as well as the use of data to drive instruction.

Professional development focuses upon: strategies for providing differentiated instruction which meets the needs of ELLs, Common Core Learning Standards, Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ESL coordinator, content area teachers, guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need.

With respect to Jose P., records of staff members' participation in ESL professional development is maintained in the school professional development record.

All of the aforementioned school staff utilize strategies from professional development and ample co-planning opportunities with ESL certified staff to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum. The parent coordinator meets with the principal and LAC to discuss transition supports for students from middle school to high school. The parent coordinator also meets with all parents during the high school application process to ensure students are prepared for the transition and that parents make informed choices about schools which best meet the needs of their child(ren).

Professional development meetings with the entire staff (All teachers, school administrators, the ESL coordinator, Bilingual Teachers, guidance counselors, and speech/language therapists) are scheduled to take place every Monday during the school year.

## 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?

Dual Language Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. In September, DLMS hosts a parent orientation for all parents of students new to the DLMS community. During this meeting parents are informed of the programs available within the school. Each month parents are invited to attend school-based events (September 26, October 31, November 27, December 19, January 31, February 28, March 28, May 22, and June 23) as well as PTA meetings (September 26, October 24, November 22, December 19, January 30, February 27, March 27, April 24, May 29, and June 12). School administrators, faculty and staff, office support staff and the Parent Coordinator work collaborate in order to provide parent workshops and opportunities for parent involvement throughout the school year. At minimum, two workshops per year focus upon the needs of ELL students and their parents. Translation and interpretation supports are available during all of the workshops.

Parent responses to NYC survey results are analyzed in order to evaluate the needs of parents.

Throughout the year, all notices and school-home communication are provided to parents in both Spanish and English. ESL teachers, the Parent Coordinator, and support staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and all bilingual staff are available to interpret information in the parents' native language. Parent survey data indicate that Free Standing ESL instruction is the current program of preference. In accordance with these findings, DLMS currently offers Free Standing ESL in grades 6-8. This program takes place both during the school day and after school hours in the form of team-teaching and small group instruction, respectively. The Parent Coordinator, Advisors, and ESL teachers continuously use informal conversations and parent workshops to further identify parent preferences. In addition to these ongoing, informal means of data collection, students' advisors and ESL teachers reach out to individual families to identify students' ESL needs in conjunction with NYSESLAT proficiency levels and length of time in an English-language school system. In sum, ESL programs currently offered at DLMS are aligned with parent requests and undergo revision as necessary. ESL programs are differentiated to meet the needs of students testing in all levels of proficiency according to the NYSESLAT, as well as students who have recently matriculated to an English Language Education system.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Dual Language Middle School</u>		School DBN: <u>03M247</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caitlin Caldwell	Principal		11/4/13
	Assistant Principal		11/4/13
Blanca Ortiz	Parent Coordinator		11/4/13
Maria Cahn	ESL Teacher		11/4/13
Yannia Rodriguez	Parent		
Anshu Prabha/ELA	Teacher/Subject Area		
Hugo Tovar/Social Studies	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 03M247 School Name: Dual Language Middle School

Cluster: 1 Network: CFN101 Bridges for Learning Network

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

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

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

In order to assess our written and oral interpretation needs, we consult home language indicators per ATS, as well as parental preference which is indicated during one-on-one conversations with the LAC, ESL coordinator, Paren Coordinator, and/or students' advisors on staff. DLMS has several native speakers of Spanish on staff, as well as many members who are proficient Spanish speakers and writers. All written communications between the school and students' homes are provided in both languages as a matter of school protocol. All school functions, such as Open School Night, graduation, and other celebrations, are also conducted bilingually. A bilingual staff member is always available to facilitate parent-teacher conferences if the need arises. Additionally, our bilingual school aides are always available to assist any non-English speaking parent at school. The Parent Coordinator at DLMS is also bilingual individuals who strive to strengthen the connection between home and school.

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.

Analyses of these data reflect that 100% of our students' parents are speakers of Spanish, English, or both, we have decided to provide all written and spoken communication in both Spanish and English. We fulfill all our school's written translation and oral interpretation needs using the resources present in our staff. Bilingual staff members facilitate meetings between parents and teachers in order to ensure that all translation needs are met. Bilingual members of staff also support english-dominant staff members in translating notices and letters to parents to ensure all materials are provided in students' language of preference. Based on the minutes of Parent Association meetings and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications.

## Part B: Strategies and Activities

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

Dual language middle school ensures that all critical information regarding a student's education is provided in both Spanish and English, the languages indicated by parents on the HLIS and during meetings with parents conducted by the ESL coordinator, LAC, Parent Coordinator, and/or students' advisors. All written translations will continue to be performed by native Spanish speaking staff members, and checked by a bilingually certified teachers. Parents are always informed of their right to translation services as well as the translation services available within the school building to facilitate meetings and interpret school-based and external documents into the parent's language of preference. Translation and interpretation services are available for all parents within the DLMS community, and resources available are shared with parents during each parent meeting.

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.

DLMS will continue to provide oral interpretation services described above. All oral interpretation will be provided by native Spanish speaking staff members or will be translated into the parents' language of preference by a Spanish speaking staff member.

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

All parental notification translation and interpretation needs for the DLMS community are met in-house. All notices to parents are sent home in both English and Spanish throughout the year. Due to the nature of the school, i.e. a Spanish-English dual language program, and analyses of HLIS, English and Spanish are the only languages needed to communicate information to parents. All notices, schoolwide events, parent-teacher conferences, parent workshops, etc. are provided in both English and Spanish to consistently meet the language needs of our school community.



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

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

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

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

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

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

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

Part A: School Information	
Name of School: Dual Language Middle School	DBN: 03M247
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
Total # of ELLs to be served: 51
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct, supplemental ESL service program, provided in English with some native language support (as needed), is designed to support the students' proficiency in the English language through targeted afterschool support. The program will serve 51 students in grades 6, 7, and 8 identified as Limited English Proficient (LEP) as follows: all students identified as Beginner (five 6th grade students, five 7th grade students, and one 8th grade student), Intermediate (three 6th grade students, three 7th grade students, and three 8th grade students), or Advanced (eleven 6th grade students, eleven 7th grade students, and nine 8th grade students) according to the 2014 NYSESLAT results will participate in two 1-hour sessions of supplemental instruction (Wednesdays and Fridays from 2:35 -3:35p.m., and Thursdays from 3:05 - 4:05 p.m.). Teachers who provide the service during the direct-supplemental ESL service program (two ESL-certified teachers and two Bilingually-certified teachers) will provide instruction. The language of instruction is English. The program will begin during the last week of September, 2014 and continue through the last week of June, 2015. Teachers will use content-area materials for ELA, as well as NYSESLAT Preparation materials for this program. All participating teachers will be responsible for planning and implementing the ESL curriculum during the supplemental instructional program. Student gains will be measured using performance results on the 2015 NYSESLAT, 2015 NYS ELA examination and teacher developed assessments. Resources include expanded leveled fiction and non-fiction texts for students' use in the Title III program.

The ESL-certified teachers will provide support focusing upon ELA/ESL instruction. The groupings are differentiated by grade: one teacher focuses upon the 6th grade newcomer ELLs and the students scoring within the beginner and intermediate according to the NYSESLAT while the other focuses upon the 7th and 8th grade newcomer, beginner, and intermediate ELL students. REFLEXMath software is used in this grouping to support students' development of basic Math skills, as well as classroom libraries of fiction and non-fiction and informational magazines.

The bilingually-certified teachers support students in the Advanced range of proficiency; one teacher supports students in 6th grade while the other teacher supports 7th and 8th grade scoring within the Advanced range of proficiency. Materials used to support students' academic language development are teacher-created and those from REFLEX math.

**Part C: Professional Development**

### 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: Dual Language Middle School's instructional focus for the 2014-2015 school year is to improve student outcomes by ensuring that all students - including English Language Learners - have equitable access to content. The following professional development series will provide teachers with tools and strategies for ensuring that we meet the needs of our ELLs in all content areas.

Universal Design for Learning for ELLs (One professional development session per month): This comprehensive approach to instructional delivery that reduces barriers and increases all students' access to content will be incorporated into professional development on an ongoing basis throughout the school year. The UDL approach involves identify students' learning strengths and needs and designing instruction specifically for those students through: Providing Multiple Means of Representation; Multiple Means of Action and Expression; and Multiple Means of Engagement. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Universal Design for Learning framework. Professional development sessions about on the topics previously indicated will take place from 2:35 to 4:00 p.m. the following dates: September 15th; October 27th; November 4th; November 17th; December 8th; December 22nd; January 12th; March 9th; March 23rd; June 1st, and will be provided by the principal.

Second Language Acquisition PLCs: ESL teachers and teachers of bilingual courses will participate in ELL/Second-Language Acquisition PLCs one Monday per month during designated professional development time (2:35 – 4:00 p.m.). These sessions will focus upon conducting research and implementing research-based practices to support the learning of ELLs and former ELLs for a total of 10 sessions from October through June. Teachers in the PLC select the areas of focus based upon the research.

Bank Street College Language Series: (January and February) ESL and bilingually-certified teachers responsible for the planning and implementation of the ESL afterschool program will be given opportunities to participate in the Bank Street College Language Series, as well as any other city and state sponsored conferences and workshops focused on the instruction of LEP students. The PD will be provided by Bank Street professors in Spring 2015 (schedules is forthcoming, approximately 4 sessions). Four teachers will participate.

DOE-Sponsored ELL/SIFE PD: One bilingually-certified teacher will participate in a year-long PD sequence offered by the DOE, the focus of which is supporting the language acquisition of ELLs and Students with Interrupted Formal Education (SIFE). This information will be implemented during the Second Language Acquisition PLC meetings each month. This PD will be taking place one day per month from October through May.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parent workshops will be held four times per year for an hour and a half during the school year in order to support the parents of LEP students. Workshops will be provided by the Parent Coordinator, Blanca Ortiz, in collaboration with a facilitator from The Leadership Program and Ms. Mayela Gaytan, guidance counselor. During these workshops, parents will be invited to visit classrooms and explore ways to best support their child's academic success. Workshops will take place: September 23rd at 8:30 a.m. (Supporting ELL students' progress in middle school and supporting 8th grade ELLs application to high school), December 19th at 11:00 a.m. (ELL students and the Arts), February 12th at 9:30 a.m. (Use of technology to support ELL students), and May 15th at 12:00 p.m. (Enrichment opportunities for ELL students during the summer). These programs will be paid for by funds other than Title III. Parents are notified of workshops in three ways: calendars are set home outlining workshops, workshop notices are sent home with students, and direct outreach is conducted by the parent coordinator. Translation services will be provided by bilingual staff and teachers.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____