Department of Education
Carmen Fariña, Chancellor

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

School Name: THE ELIZABETH BLACKWELL MIDDLE SCHOOL

DBN (*i.e. 01M001*): 27Q210

Principal: ROSALYN ALLMAN-MANNING

Principal Email: RMANNIN@SCHOOLS.NYC.GOV

Superintendent: MARY BARTON

Network Leader: JOANNE BRUCELLA

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
Rosalyn Allman-Manning	*Principal or Designee	
Angela Forte	*UFT Chapter Leader or Designee	
Popi Tepelidis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Yolanda Pate-Dixon	Member/ Teacher	
Marie Smith	Member/ Teacher	
Jacqueline Puglisi	Member/ Teacher	
Damaris Carrasco	Member/ Parent	
Stephanie Mora	Member/ Parent	
Mercedes Duran	Member/ Parent	
Jeanette Cueto	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 50% of self-contained English Language learners and SWD continuously enrolled at MS 210Q from October 1, 2014 to June 1, 2015 will increase by two reading level as measured by the TCRWP from the fall to the spring.

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.
Although we continue to be a school in good standing, our Middle School Quality Snapshot and EOY state data indicated that the improvement in reading of these of learners continue to lag in improvement compared to other subgroups. Our NYSESLAT data indicates that our LEP students continue to perform well in the listening and speaking modality, these students are still struggling in the reading and writing. Due to the change to Common Core assessments, the 2014 NYSED ELA assessments proved to be extremely challenging for all of our students. Our students with IEPs continue to struggle, despite their increase in literacy improvement from 2013-2014. Although our Middle School Snapshot indicates that our SWD have shown good improvement, the ELL subgroup continues to struggle in ELA and mathematics with math out performing ELA not by much.

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.Codex professional learning for all teachers of ELA and teachers of LEP students.. 2.Continued use of the TCRWP assessment to determine growth in lexile levels of students. 3.Professional learning of administrative staff. 4.Use of researched-based computer assisted programs to support language acquisition and listening skills for beginner LEPs (Light Sail). 5.Use of researched-based computer assisted programs to support academic vocabulary development and critical thinking for all students (Destination Reading for LEPs). 6.Afterschool remedial program in reading and mathematics to support students in levels 1 & 2 and LEPs. 7.Vocabulary development program to support LEPs through the arts. 8.Saturday Science program to support grade 8 LEPs in preparation for the grade 8 science assessment in 2015.
B. Key personnel and other resources used to implement each strategy/activity
1.Principal Assistant Principal for ELA/ESL, Literacy Coach and CFN personnel 2.Assistant Principal for ELA/ESL and Literacy Coach 3.Principal, Assistant Principals 4.Assistant Principal for ELA/ESL, ESL teachers, classroom teachers of LEPs 5.Assistant Principal for ELA/ESL, ESL teachers, classroom teachers of ELA and LEPs. 6.Assistant Principals, teachers, ESL teacher 7.Assistant Principal, identified art and classroom teachers, ESL teacher 8.Assistant Principal, science teachers, ESL teacher
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.Content specific professional learning sessions weekly and during administrative study groups 2.Analysis of growth in lexile levels during the year 3.Monitoring of observation cycle to meet central mandates 4.Weekly/monthly analysis of areas requiring improvement 5.Weekly analysis of areas requiring improvement. 6.Analysis of areas of requiring improvement in reading and mathematics 7.Analysis of areas requiring improvement in vocabulary development 8.Analysis of science skills requiring improvement in science skills

D. Timeline for implementation and completion including start and end dates
1. Beginning September 2014 through June 2015 professional learning will be conducted weekly on each Monday following student dismissal at 2:30pm Additional professional learning will be provided by administration, coaches and other trained staff. Identified staff will attend specific training base upon the CFN professional calendar NYC OELL and Fordham University calendars. 2. Students will be administered TCRWP three times during the year to track growth in lexile levels 3. After school program effective November 2014 through April 2015 for level 1 & 2 students and Title III students ending May 2014. 4. Title III puppetry/vocabulary program beginning in spring 2015 5. Title III science enrichment program beginning in spring 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Differentiated professional learning sessions will be scheduled for at least 80 minutes each Monday following student dismissal and at least once during administrative scheduled study group. Professional learning for specific strategies or programs will be conducted for teachers after school requiring per session. 2. Common team meetings and Inquiry team meetings conducted by Assistant Principals and coaches to analyze lexile results. 3. Assistant Principal and ESL teacher meetings to review the progress of students. 4. Study groups to evaluate student progress based upon program and teacher assessments. 5.

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) Results of lexile rounds will be included in PupilPath for parent review. 2) Notification to and training of parents on topics to assist their middle child. 3) Notification to parents (in the child's dominant language) of program starting date, hours and assigned Assistant Principal. 4) Notification to parents (in the child's dominant language) of program starting date, hours, assigned staff and culminating activity for parental involvement. 5) Notification to parents (in the child's dominant language) of program starting date, hours, assigned staff and program objectives.

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**
List any additional fund sources your school is using to support the instructional goal below.											
X CFE, Sequester											

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, there will be a growth in strong family and communication ties as evidences by a 20% increase in attendance.

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.
Our school continues to improve in the communication metric under school culture. However, we still lag our peer group citywide average.

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.Use of school notice board (pending SCA project launch date)
2.Use of school website (Schoolwires) which translates in 10 languages
3.Use of PupilPath to allow parents 24 hour access to student grades, completion of assignments, attendance and punctuality.
4.School Messenger automated messenger system which translates in Spanish
5.Fall and spring Parent/Teacher conferences
6.Parent engagement Tuesdays for parents and staff
7.Two additional open house events: one in the fall 2014 and one in spring 2015
8.Parent Coordinator parent involvement activities and workshops for 2014-2015
9.Monthly school calendar and letters that are translated in the dominant language of the student body: Spanish, Urdu, Bengali, Chinese, Korean, French
10.On-line parent survey

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

1. Parent Coordinator, PTA, custodial staff
2. Technology teachers, classroom teachers, administrative staff
3. Attendance Coordinator, Attendance Office staff, purchasing staff, Principal, Assistant Principal, classroom teachers, guidance staff
4. Parent Coordinator, Attendance staff, Principal
5. Administrative staff, teachers, guidance counselors, SBST, PTA
6. Administrative staff, teachers, PTA, guidance staff
7. Principal, Assistant Principals, Parent Coordinator, guidance staff, PTA
8. Principal, PTA, Parent Coordinator, translations office.
9. Parent Coordinator, Principal, PTA, math coach, testing coordinator
10. Administration, grade 6 and content area teachers, guidance staff

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

1. The increase in the number of parents at PTA meetings
2. The decrease in the number of parent complaints through the parent complaint form regarding school expectations.
3. The decrease in the number of parent complaints through the parent complaint form regarding teacher assignments and grading system.
4. The increase in the number of corrected phone numbers after each robo-call to parents regarding school announcements.
5. The number of parents attending fall and spring conferences
6. The number of parents attending each parent engagement Tuesday
7. The number of parents attending each open house event
8. The attendance of parents that are present at parental involvement and worships
9. The timely release of monthly calendar which is also posted on the school website
10. The identification of areas requiring improvement prior to the release of the spring parent survey

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

1.August 2013 and through the SCA projected date of fall 2015
2.August 2014 through June 2015, monthly

3.September 2014 through June 2015, monthly
4.Periodically from September 2014 through June 2015
5. One weekday evening in fall 2014 and one weekday evening in spring 2015
6. Every Tuesday starting at 2:30pm starting September 2014 through June 2015
7. Open house in February 2015, September 2014 and May 2015
8. Specific topics for September, October, November and December 2014: January, March and May 2015
9. Monthly and as needed or required by DOE
10.No later than January 31, 2015, February 1, 2015 administration

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

1.Programmatic details and resources to support activities 1,2,4 5,6, 8 are minimal in that, scheduling and resources are available during the school day.
3.Renewal of PupilPath, training of staff, teachers and parents
7.Scheduling of guidance staff, specific staff members, materials and food for parents.
9.Design and administration of survey based upon analysis of 2014 results, posting of survey and collection of data

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.To keep parents current of school events such as PTA, Title I, parent workshops, school concerts, state testing dates, school recess days, etc.
2.To keep parents current with school events, important school notices, school calendar, school assignments.
3.To inform parents of school grading policy, student assignments, grades, attendance and other student information for parents by teachers.
4.To announce current and future school events, additional school information as well as attendance and lateness of specific students.
5.Meeting of parents, teachers and administration to discuss individual student progress and strategies for parents to assist their child.
6.To inform parents of school programs and services.
7.To meet with parents in a more intimate setting with the parents to inform them of school programs, services and address any issues they deem important.
8.To keep parents current with school scheduled activities each month
9.To receive parental feedback on school responsiveness to their needs

Budget and Resource Alignment

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

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

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

XFair Student funding

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, the percentage of teachers achieving an effective rating in component 3b of Charlotte Danielson's Framework for Teaching (based upon informal and formal observations by administration) will increase from 59% t0 65% by focusing on questioning and discussion techniques to improve critical thinking skills for all students.

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.
Administrative observations, the 2014 School Quality Review and October 2014 PPR indicated that teacher practice did not provide students with opportunities to develop critical thinking skills and student dialogue.

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. Modifying lessons to reflect an increase in student-to-student interaction
2. Delivery of professional learning in effective practices to develop critical thinking skills and student dialogue.
3. Provision of per-session professional development for specific effective practices to assist teachers in developing critical thinking skills and student dialogue
4. Provision of contracted coach to assist teachers in effective strategies in effective questioning and dialogue techniques.
5. Teachers complete mid and end of year survey evaluating the quality and impact of professional learning opportunities on their practice.

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

1. Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist, Teacher Development Coach
2. Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist, CFN 210
3. Principal, Assistant Principals, trained classroom teachers, literacy and math coaches, Teacher Center Specialist
4. Principal, Assistant Principals, Literacy and math coaches, contracted teacher coach
5. Principal, Assistant Principals, classroom teachers, literacy and math coachers, Teacher Center Specialist, technology teachers

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

1. Review of lesson plans during the observation cycle to evaluate effective practices by administrative staff.
2. Sharing and evaluation of best and effective practices during teacher team meetings.
3. Classroom observations by administrative staff, classroom teachers for lesson studies and professional learning evaluations
4. Classroom observations by administrative staff and meetings with coaches to identify areas requiring additional support.
5. Data to inform administration and school community of the effectiveness of teacher professional learning opportunities and its' impact shifting teacher practice

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

1. All teachers will be observed formally and informally, at least three times a year
2. Teachers will be provided differentiated professional learning opportunities during the 80-minute Monday afternoons and during study groups conducted by administrative staff, coaches effective September 2014 through June 2015. Teachers and administrative staff will attend professional development as offered by the CFN when scheduled.
3. As evaluated by the Professional Learning committee through June 2015.
4. Scheduled teacher meetings beginning fall, 2014 through spring 2015.
5. Mid-year reflection by the end of December 2014 and end-of-year summary before June 30, 2015.

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

1. Development of observation schedule by administration, professional learning plan for teachers
2. Scheduling of professional learning topics, presenters and coverages for staff for during the instructional day.
3. Per session opportunities for professional development and debrief strategy implementation
4. Contracted vendor costs and cost of coverages for teacher meetings with coach.
5. Design, completion and analysis of online surveys by staff.

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).
The school provides professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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**
List any additional fund sources your school is using to support the instructional goal below.											
XFair Student Funding, Citywide Expectations, Title I											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	ELL students use LightSail an online reading program and participate in the puppetry program with Marquis Studios to support vocabulary and reading instruction. All students have access to Myon Reader, aCommon Core aligned fiction and non-fiction online library resource that provides differentiated activities and progress monitoring. News ElA is another online resource used to engage students in non-fiction text. Additionally, Straight Ace is a resource used to support literacy in the content areas. Lastly, Classroom Inc. is being used during the after school program on Wednesday to support critical thinking through reading, writing and problem solving.	Teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC literacy assessment. Students who attend the Title III after school program for ESLs and the Tax Levy programs will have access to their respectively program. In addition students will have access to programs on a 24 hour basis.	The afterschool and Title III program meet weekly for two hours. SETSS and ESL teachers also work with small groups of students on reading and writing strategies during the day.
Mathematics	All students use the accompanying computer assisted program to Go Math!. Students also have access to the math component of Straight Ace, which is an online program to support mat problem solving in math.	Teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC math assessment. Students who attend the Title III after school program and the Tax Levy programs will have access to their respective program. In addition students will have access to programs on a 24 hour basis. SETSS and ESL teachers pull-out students who receive services.	During the school day, Teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC math assessment. Title I and Title III programs meet weekly for two hours. During the school day, SETSS and ESL teachers work with small groups of students on effective problem solving strategies.

Science	Students use supplemental reading and hands on science material to enhance skills. Computer assisted programs such as BrainPop and Learn 360 support instruction in this area. Readworks also provides supplemental support with content based text.	Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals on the IEP.	Title III Saturday science program supports LEPs during the spring season of 2015 in preparation for the NYS science assessment.
Social Studies	Students use supplemental materials to enhance writing skills, build academic vocabulary and critical analysis of informational text. Computer assisted programs such as BrainPop and Learn 360 support instruction in this area. Zoomin, a web-based application supports instruction by providing literacy instruction in the social studies classes through primary source documents.	Teachers work with whole and small groups to enhance writing and interpretive skills	SETSS teachers work with small groups of grade 8 students during the day complete the required exit projects and performance tasks.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Guidance Counselor Intervention School Psychologist Social Worker Health Services	Group and Individual Counseling, Needs Based • Students not Meeting Promotional / Performance Standards • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning • Students who are multiple holdovers • Individual Counseling • Provides staff development for staff • Provides referrals for agencies • Makes contact with various sites for parents • Provides referrals for parents • Offers assistance at PPT meetings • Liaison between school & parents	All services are provided during the day for all at-risk students. Students who require health services during an afterschool or Saturday program receive services as required.

		• Two full time public health nurses on site • Regional Nursing Director- Coordinates Services Throughout Region • Full time Supervising Nurse for Each District- Monitors Services • Monitor Health Needs of All Students • Provide First Aid • SAPIS Coordinator on-site	

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

1. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas.
2. Mentors are assigned to support struggling and new teachers
3. School Mentoring Plan identifies mentors, mentees and activities to support professional development towards retention.
4. The pupil personnel secretary and administration will work closely with the CFN-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

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).

- School Professional Development committee meets regularly to discuss and collaborate on professional learning activities for staff
- Teachers and paraprofessionals receive professional development during team meetings and professional development activities regularly conducted by the Assistant Principals, Principals, literacy and math coaches, and UFT Teacher Center Specialist.
- Teacher Development Coach provides professional learning cycles to at-risk and non-tenured teachers
- Content specific professional development is scheduled by the CFN for teachers and paraprofessionals
- Teachers receive implementation support from contracted vendor for newly purchased programs
- ESL teachers receive support in effective ESL strategies by attending DOE OELL and Fordham University professional learning offerings
- Principal and Assistant Principals attend scheduled CFN professional development
- Principal and Assistant Principals receive scheduled professional development through CFN Talent Coach

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- For students in temporary housing, Title I SWP is set-aside to provide the following services:
  - Transportation
  - Program for students with Limited English Proficiency
  - Gifted programs
  - Nutritional program
  - Family Associate to assist with attendance
  - After school and extended day services
  - At risk counseling
  - School field trips, supplies, and senior activity fees
- SAPIS counseling – There is funding for a SAPIS worker available to provide substance counseling and to assist in violence prevention.
- Tax Levy funds are used to support the school's PBIS program (Positive Behavior Intervention Supports)

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The decision making process followed Chancellor's guidelines:

- Principal designated 5 staff members and the UFT designated staff members to form a team

- After receiving professional development, Principal conducted training session on the purpose, protocols and responsibility of the team
- Team members attended professional development during the summer of 2014
- Team members met to examine and decide options for the staff
- Team members presented selection of appropriate assessment measures to the staff during a professional development Monday in September

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) of Middle School 210Q

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

MIDDLE SCHOOL 210Q SCHOOL- PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- engaging parents in person-to-person conferences, telephone conferences, emails through PupilPath, and other forms of communication during the Tuesday parent engagement sessions;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 27Q210

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[1]. 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[2]. **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,	**Funding Amount:** Indicate the amount	Place an (X) in Column A below to verify that the school has met the intent and purposes

	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$981,046.44	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$31,964.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$9,072,677.00	X	See action plan

[1]**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.

[2]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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - 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: Elizabeth Blackwell	DBN: 27Q210
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Title III funding offers ELLs the opportunity to participate in an after school instructional program (Math and ELA) (6,7, & 8 grades), a Saturday Science program (8th grade) and an Arts Enrichment program (6, 7, & 8 grade). The after school program is designed to assist ELL students in preparation for the NYS Math and ELA Exams in 2015. Staffing of the program will consist of two classroom teachers (with ESL/ELL training and coursework), one administrator and one certified ESL teacher for small group instruction. The certified ESL teacher will push into the two classes to provide language support within a team-teaching model. The Afterschool will service 2 groups of approximately 30 students in each group on Thursday afternoons from2 :30pm-5:30pm from November to April 2015. Students will be grouped according to grade with no more than 20 students in each class. The program will utilize LightSail reading-web based program. The Saturday Science program will be conducted on 5/3, 5/10, 5/17, 5/31 & 6/7/2015 from 9:00am-12noon with a licensed ESL teacher spending 90 minutes in each of two classes. Teachers will focus on the lab portion of the NYS Science exam. The teachers will also review key Life, Physical, and Earth Science concepts. Students will have access to science glossaries in their native language. The Arts Enrichment program will be contracted through Marquis Studios in the Spring 2015. This Marquis Studio after school program is researched based to increase vocabulary and writing (students create scenes for their puppet show) for English language learners through puppetry creation and story design. This additional program will be staffed by one ESL teacher and one Assistant Principal on Thursday afternoons for 10 sessions from 2:30pm - 4:30pm. The dates and times of the program must still be arranged pending the assignment of the teaching artist.

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: MS 210 is committed to providing professional development for all staff members. The goal is to develop and refine pedagogical practices in conjunction with the Common Core Learning Standards. This refining in the craft of teaching and learning will result in best practices that are coherent, creative and cutting edge in classroom methodologies, focusing on the whole child

Part C: Professional Development

(emotional, social, intellectual). MS 210 strives to foster student /learners, student /teachers that are intuitive, intellectually refined and introspective. Professional development is also designed to incorporate the breaking and building of ground with parents as partners.

A Fordham University ELL specialist will bee contracted to work with ESL teachers and teachers of ESL students for 5-6 weeks beginning in December. The coach will provide classroom modeling, demo-lessons and on-on-one mentoring for teachers.

All Professional Development below are ptovided by the following support systems: 1) The office of English language Learners, 2) Fordham University, 3) CFN Network, 4) R-BRN

Department study group year long (Compliance, I-Pad/Smartboard training, SESIS, Classroom Instruction, Parental outreach, Testing etc.

Calendar of Professional Development Dates 2014-2015 School Year

Date	Workshop	Staff Attending
September	ELL Specialist Professional Development	Victoria Somma
October	ELL Data Professional Development	Victoria Somma
November	Collaborative Strategic Reading	Victoria Somma
November	Boistering Advanced Literacy for ELLs	Elena Beissel, A. DiBenedetto, R. Norton, Y. Lebedev

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 on pertainent topics are held during the school day and after school hours for working parents and they are planned in order of importance. Workshop presenters vary among school stall and could be Mrs. Allman-Manning (Principal), Parent Coordinator (Mrs Flores), Guidance Counselors (Mrs. Abel-Fuller & Ms. Pistone), Technology Teacher (Mrs. Pate-Dixon), ESL teachers (Mrs. Norton, Mrs. Dibenedetto, Mrs. Lebedev, & Ms. Beissel) and Mrs. Victoria Somma (ESL Assistant Principal). Parents are notified as follows: 1. parent letters in home language, 2. school

Part D: Parental Engagement Activities

website in home language, 3. school callendar of events, 4. PTA meetings and 5. school messenger in home language.

Parents are afforded opportunities to learn about Common Core State Standards, NYS-ESL standards, instructional strategies, high school information and NYS assessments given to their children through:

a. Conducting parent awareness workshops

b. Scheduling of parent/teacher conferences twice during the school year

c. Conducting a fall open house and spring incoming parent session

d. Scheduling workshops on accessing ARIS Parent Link

e. Providing progress reports

f. School announcement board posts translated

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

4. Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.

5. School website also translates in more than 10 languages.

e. Providing progress reports

f. School announcement board posts translated

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

4. Our school messenger system translates messages for our parents. During monthly PTA meetings,

Part D: Parental Engagement Activities
there is translation services. 5. School website also translates in more than 10 languages.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

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.
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 27	Borough Queens	School Number 210
School Name Elizabeth Blackwell		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Rosalyn Allman-Manning	Assistant Principal Mrs. Victoria Somma
Coach Ms. Michelle DeMarco	Coach type here
ESL Teacher Mrs. Patricia Brown/ESL	Guidance Counselor Ms. Haydee Pistone
Teacher/Subject Area Mrs. Ana Cabrera	Parent Mrs. Poppi Tepelidis
Teacher/Subject Area Mrs. Jacqueline Ungar	Parent Coordinator Mrs. Rose Flores
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Mrs. Joanne Brucella	Other type here

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.	5	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1940	Total number of ELLs	261	ELLs as share of total student population (%)	13.45%

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☐	No☐	If yes, indicate language(s):
Dual language program	Yes☐	No☐	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							2	2	2					6
Push-In							5	3	5					13
Total	0	0	0	0	0	0	7	5	7	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	261	**Newcomers (ELLs receiving service 0-3 years)**	153	**ELL Students with Disabilities**	58
SIFE	41	**ELLs receiving service 4-6 years**	69	**Long-Term (completed 6+ years)**	39

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	153	41		69			39			261

	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
Total	153	41	0	69	0	0	39	0	0	261
Number of ELLs who have an alternate placement paraprofessional: 3										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							72	52	65					189
Chinese							3	1	1					5
Russian														0
Bengali							17	10	19					46
Urdu							3		1					4
Arabic							3	2	4					9
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other								1	4					5
TOTAL	0	0	0	0	0	0	99	67	95	0	0	0	0	261

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)							37	32	34					103
Intermediate(I)							11	17	21					49
Advanced (A)							55	23	31					109
Total	0	0	0	0	0	0	103	72	86	0	0	0	0	261

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	40	20			60
7	38	5			43
8	55	8			63
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	49		18		6		1		74
7	35		15		1				51
8	55		8		2				65
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

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

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

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

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

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

   1. Our school uses the Teacher Choice Assessment and Rigby reading assessments to assess the early literacy skills of our ELLs. Fountas and Pinnel is used in the Intermediate and Advanced 6th Grade ESL classes and all of the 7th and 8th Grade ESL classes. The Rigby reading assessment is used with the 6th Grade Beginner ESL classes. The data indicates that many of our ELLs are not reading at

grade level and many read on a grade level 2-3 grades below. Paste response to questions here:

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

The NYSESLATdata shows that the proficiency levels of the ELLs remained the same on 6th grade and decreased on the 7th and 8th grades. The data indicated that ELLs perform better on the "Listening and Speaking" modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). A review of the NYSESLAT grade level data indicated that the proficiency levels are as follows: Grade 6 had 37 students at the Beginner level, 11 at the Intermediate level, 55 at the Advanced level and 29 at the Proficient level. Grade 7 had 32 at the Beginner level, 17 at the Intermediate level, 23 at the Advanced level and 6 at the Proficient level. In Grade 8, there were 34 at the Beginning level, 21 Intermediate, 31 Advanced and 9 Proficient students.

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

Although we do not have access to the 2013 RNMR NYSESLAT Modality report, review of the NYSESLAT data indicated that ELLs perform better on the Listening / Speaking modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. However, many students' scores have decreased in the Listening section of the NYSESLAT, which could be due to the more rigorous content of the test. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). In order to address this, the students are required to participate in curricular activities that address four language modalities. The reading and writing modalities of the students are addressed in the ELA classroom through a variety of reading and writing strategies and are often taught through the use of Smartboards. The data can be used to teach different learning strategies, such as using background knowledge, making inferences, using graphic organizers and summarizing. Students are exposed to a variety of E.S.L. materials, some of which include NYSESLAT and ELA test prep materials, High Point books, Milestones books, True Stories in the News books, Side by Side books, etc. E.S.L classroom libraries, listening centers and other hands-on materials, such as educational language themed games, are also available for ELLs. Teachers will use the data to differentiate instruction in their pedagogic practices to meet the individual needs of the ELL students, such as grouping according to specific needs. For example, assignments can be differentiated for small group activities, homework assignments and projects.

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

4a) At this time, the ELL students do not take any tests in their native language.

4b-c) School leadership and teachers use the ELL Periodic Assessments to identify and group students according to their sub-skill achievements in all content areas. For example, ELLs excel in Math over ELA. The ELL child needs more intervention in Reading and Writing and vocabulary development in both Math and ELA.

Students' native languages are used for a variety of purposes. ESL students have access to bilingual dictionaries and glossaries which can be used in all of their content area classes in order to learn new vocabulary words. Spanish language textbooks are available in science, social studies and math to assist ELLs in understanding the content. The ESL and school libraries provide literature in Spanish, Chinese and Bengali. When possible, newcomers are paired with students who speak their native languages for translation purposes.

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?

Students' native languages are considered in instructional decisions. The RPOB report is used to identify students' native languages and teahcers are given access to these reports. ESL students have access to bilingual dictionaries and glossaries which can be used in all of their content area classes in order to learn new vocabulary words. Spanish language textbooks are available in science, social studies and math to assist ELLs in understanding the content. The ESL and school libraries provide literature in Spanish, Chinese and Bengali. When possible, newcomers are paired with students who speak their native languages for translation purposes. With the use of available data and resources, content area teachers can teach in such a way as to build their students' English language skills.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Assessment tools that are used to evaluate student progress are portfolios, the NYSESLAT and city and state test scores. The number of ELLs that increased one level on the NYSESLAT exam and those ELLs that passed the NYSESLAT exam are included in the school's AMAO report. Student progress is also evaluated on the school's AYP data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
Initial identification process for ELLS (include HLIS and LAB-R)

Beginning with the registration process for new admits, all parents are given the Home Language Identification Survey to elicit information about the language spoken in the student's home as well as the student's prior schooling. An interview with parents and students is done with a pedagogue also at the same time. This is to ensure that the initial identication process of ELLs is completed within 10 school days. The pedagogues that conduct the interviews are the ESL teachers, Mrs. P. Brown (speaks Spanish), Mrs. A. DiBenedetto and Mrs. Y. Lebedev (speaks Russian.) When necessary, we utilize paraprofessionals on staff to translate, including Ms. Dill, Mrs. Begum and Mrs. Khan who speak Bengali, Ms. Bhatnagar who speaks Urdu, Punjabi and Bengali and Mrs. Arriaga, Ms. Carrion and Mrs. Echavarria who speak Spanish. Mr. Dedvukaj, an assistant principal, is available for Albanian translations. It is this interview, combined with the results of the HLIS, that determine Lab-R testing eligibility. By completing the form in this manner, we can get the information necessary in order to determine LAB-R testing eligibility. Additionally, during the admission process parents are informed of the choices available and view a video. Parents are notified via an entitlement letter and placement letter. The LAB-R is administered to the student. The Spanish LAB is administered to the Spanish speaking students by Mrs.P. Brown. The Lab-R and Spanish Lab is then administered and hand scored.

The ESL teachers refer to the RLER for NYSESLAT eligible students and the RLER for LAB-R eligible students to identify which students are designated as ELLs and need to take the NYSESLAT exam. The ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. Dibenedetto, Mrs. Lebedev, and Mrs. Norton) conduct NYSESLAT test prep and administer the test (which consists of four parts, Speaking, Listening, Reading and Writing) as per the dates required by the New York City Department of Ed. Parents are also notified of the impending test.

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.
At the time of registration (to ensure that this process is completed within 10 school days) parents and guardians are shown the Parent Orientation video by one of the ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. DiBenedetto, Mrs. Lebedev, Mrs. Norton). Based on the video, parents are asked to choose one of the three programs. The three program choices are Transitional Bilingual Education, Dual Language and ESL. If a parent chooses a program that is not currently offered at our school, all possible options are explained thoroughly. Our school currently offers a free standing ESL program.

If the parent chooses the bilingual program, we inform the parents that their names will be put on a waiting list and that when we have 15 students that speak the same language on that waiting list (in 6th grade, or a combination of 7th and 8th grade student names) that the school will open a bilingual class for that language. Furthermore, personnel reaches out to schools that offer bilingual education programs on behalf of the parents. Parents and guardians who were not able to view the Parent Orientation video are invited to attend a Parent Orientation Session, view the Parent Orientation video, and receive information on the different programs available. (Transitional Bilingual, Dual Language, Freestanding ESL). This is conducted within ten days of admission.

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].)

The ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. DiBenedetto, Mrs. Lebedev, Mrs. Norton) send home the entitlement and non entitlement letters to parents and guardians based on the results of the current school year's NYSESLAT scores. At the inception of registration, parents are interviewed by a pedagogue, at which time parents are given the Parent Survey and Program Selection form. The ESL teachers collect the Continued Entitlement letters and they are kept on file in a binder in the ESL room. The ESL teachers are responsible for the process of collecting and storing the letters. The parents of the students who do not return the forms are contacted through School Messenger or home visits.

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 registration, parents view the Parent Orientation video in their native language and are advised that their child will be tested with the LAB-R assessment. After the LAB-R is administered (and the student is deemed an ELL) the parents are advised via an entitlement letter that their child is entitled to ESL services and will be placed in a freestanding ESL class unless otherwise directed by parents. The students are then placed in the appropriate program, as per parent choice. This could be in Middle School 210 or another school of the parent's choice that offers the program that the parent selected. The parents are notified by letters in both English and the home language concerning the child's placement. The ESL teachers are available to answer any questions the parents may have regarding the program choices. The ESL teachers distribute Continued Entitlement letters and they are stored in a binder in the ESL room. The ELPC screen is updated within 20 school days to reflect parents choices of the available programs for ELLs in NYC.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER report is used to identify the students that are NYSELAT eligible. The ESL teachers (Mrs. Beissel, Mrs. Brown, Mrs. DiBenedetto, Mrs. Lebedev, and Mrs. Norton) use this data to ensure that all ELLs that are eligible to take the NYSESLAT are administered the NYSESLAT exam. The test coordinator (Mrs. Urena) creates the NYSESLAT schedule to ensure that the eligible ELLs are administered all four components of the NYSESLAT. After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend towards Freestanding ESL program with very few parents requesting the Bilingual program. After parents have reviewed the Parent Orientation video, approximately 98% of them choose the ESL program.

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 provides free standing ESL classes as per the majority of the parent choices. To date, 10 parents (including all 3 grades) have chosen a bilingual program and the names of the students have been added to a wait list. If there are enough students to open a bilingual program the school will implement it at that time.

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])?

    a. The organizational models that we utilize are the Push In and Pull Out models, small group instruction, full class instruction and self contained 6th grade classes.

    b. There are two ESL Block Classes on each grade. There are also ELLs interspersed throughout the building in heterogeneous classes.

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)?

    2/2a.The English Language Learners receive the necessary E.S.L. and ELA instructional units in "equal daily allotments", as required by Commissioner's Regulations Part 154. In grades 6, 7th and 8th, beginner and intermediate level students receive 360 minutes per week of E.S.L. instruction. Advanced students in these grades receive 180 minutes per week of E.S.L. instruction. All of the ELLs receive between 7 and 9 periods of ELA instruction a week (between 301 and 387 minutes).

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.

    The content area instruction is in English and is supported by ESL methodologies. Textbooks appropriate for ELL instruction are used by the teachers (such as Code X, True Stories in the News and Side by Side). The teaching methods are in alignment with the Common Core Learning Standards. The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboards) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries. ESL teachers provide content area teachers with instructional materials and methodogies during co-planning. These methodologies help to enrich language development for ELLs. In the Push In Model, content area teachers provide the mini lesson and the ESL teacher provides vocabulary development and works with small groups during independent work time. We utilize the Destination Reading and Destination Math programs on laptops.

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

    N/A

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

    The ELLs are appropriately evaluated in four modalities throughout the year using formal and informal assessments such as: Informal: classwork, share outs, medial summaries Formal: LAB-R, NYSELAT predictive, NYSITEL pilot test, NYSESLAT, Teacher's College Reading Assessment, essays and writing projects.

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).

    Instruction is differentiated for ELL subgroups, including newcomers, former ELLs, special needs and long term ELLs.

    a. SIFE students are placed in the appropriate classes and also receive small group instruction. They attend the extended day and after school programs and may also receive resource room services. Teachers build supportive environments that respond to the immediate social cultural and linguistic needs of SIFE students. A supportive environment may include: bilingual staff from the student's home country, a staff member highly trained in cross-cultural communication and instructional methods that are designed to accelerate the academic achievement of SIFEs.

    b. Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total

Physical Response) is also utilized. Some newcomer ELLs are serviced with small group instruction. Beginner ELLs may also be given different tasks to complete during a lesson, such as looking up words in their bilingual dictionaries, match pictures to vocabulary words, illustrate a word or write a sentence when other students are doing more complex language related activities. Intermediate and Advanced ELLs may complete more complex tasks such as write an original ending to a story, or compare and contrast two different stories.

c. Many ELLs receiving service for 4-6 years are serviced with small group ESL instruction.

d. Long term ELLs are supported in literacy development across the content areas, regardless of subject matter content.

e. ELLs identified as having special needs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are serviced with small group instruction. The special education teachers use the same textbooks as the general education classes, however they supplement their instructions with resource materials from various books, internet sources and teacher made materials. Students who are doing well in certain classes are mainstreamed into general education classes. They get assistance with any difficulties during small group instruction (50 minutes). SEC reports as well as IEP are scanned by the teachers as well as Assistant Principal. Assistant Principal informs related service providers of the needs of the students, as well as group sizes. Students are scheduled into mandated services by the related service providers.

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?
   Teachers of ELL-SWDs use the same textbooks as the general education classes, however they supplement their instruction with resource materials from various books, internet sources and teacher made materials. They also incorporate ESL strategies such as the use of graphic organizers, choral reading and visuals. The teachers also have access to bilingual glossaries and use supplemental language development materials such as visual word identification cards.
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?
   ELL-SWDs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are serviced with small group instruction. The special education teachers use the same textbooks as the general education classes, however they supplement their instruction with resource materials from various books, internet sources and teacher made materials. Students who are doing well in certain classes are mainstreamed into general education classes. They get assistance with any difficulties during small group instruction. SEC reports as well as IEP are scanned by the teachers as well as Assistant Principal. Assistant Principal informs related service providers of the needs of the students, as well as group sizes. Students are scheduled into mandated services by the related service providers. Some of the ELL-SWDs are mainstreamed for content area classes to maximize the time spent with non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. Vocabulary is taught together with content area using direct instruction, information from context, morphology, knowledge about multiple meanings and from cognates to infer word meaning. Destination Math is utilized to help ELL's to develop basic math skills and Destination Reading and Destination Math are used to supplement the ELA Curriculum. The Lincoln Center Literacy Through the Arts theater program is used to enhance the listening, speaking, reading and writing skills of the ELLs.

   The 8th grade ELL classes are scheduled for six periods in Science as opposed to five. The Additional period is built into the teacher's and classes schedule as a double period. During this double period block, ELL students participate in inquiry based science labs in preparation for the NYS intermediate Science exam. During the spring semester an ELL Saturday instructional program is conducted for the 8th grade ELL students. The instructional focus for this program is to prepare our ELL students for the upcoming NYS intermediate science exam. This program concentrates on the Performance Test of the state exam (which consists of tasks at three stations) and the written test part of the state exam (which consists of multiple-choice and open-ended questions). All classes are conducted in English, students receive word-for-word glossaries.

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

    Based on the data from year to year the Destination Math and Destination Reading programs have attributed to a 10% increase in modalities.

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

    We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction.

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

    The Rosetta Stone program has been discontinued due to a lack of funding.

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

    Every child at MS 210 and that includes all ELL students, are informed of all extra-curricular activities via a notice backpacked, School Messenger, school website, PTA meetings, Parent Teacher conferences, and Back to School night. Activities offered are extended day, after school, CHAMPS, physical education programs, student council, and Beacon. Additionally, ELLs are programmed for in school curricular activitie, such as PBIS activities and Movie Night.

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

    The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries. The teachers also utilize document cameras in conjunction with the projectors in order to utilize the variety of materials available to the students.

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

All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the school library provides literature in Spanish, Chinese and Bengali.

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

    Yes, required services support and resources correspond to ELLs' ages and grade levels.

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

    Newly enrolled ELLs are invited to a Summer Enrichment program before the beginning of the school year. Additionally, potential incoming 6th grade students are invited in June to a Meet and Greet Orientation.

18. What language electives are offered to ELLs?

    Spanish foreign language is offered to our ELLs.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?
d. What Dual Language model is used (side-by-side, self-contained, other)?
e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional Development days target ESL teachers and ELL support staff with best practices methodology. ESL teachers,content area teachers of ELLs and Assistant Principals attend workshops on ESL strategies and methodologies. For professional development for subject area teachers please refer to the Calendar of Professional Development dates below. All other school personnel that service the ELLs attend professional development within their departments. An ESL consultant through Fordham University will continue to work with ESL licensed teachers and teachers of ELL students.

2. School staff are supported by school leadership and guidance counselors in several ways. First, the guidance counselors assign ESL students to classes after consulting with the assistant principal in charge of ESL. The guidance counselor periodically meets with staff to discuss how students are progressing in each content area. The guidance counselor works closely with the parent coordinator to inform parents of students academic progress, or lack thereof. The guidance counselors attend ESL department study groups to keep informed of the NYC promotional guidelines for ELLs. Beginning in the 7th grade, guidance counselors visit classes to discuss high school choices with students and teachers. The guidance counselors, parent coordinator and teachers work closely with the students to facilitate the high school application process to ensure the best high school choices for the ELL students.

3 and 4. The ESL Department attends and conducts ongoing workshops during the school year for all staff.

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?

1. Parents are afforded opportunities to learn about Common Core, NYS-ESL standards, instructional strategies and NYS assessments given to their children through:

a. Conducting parent awareness workshops
b. Scheduling of parent/teacher conferences twice during the school year
c. Conducting fall and spring open houses for parents.
d. Scheduling parent workshops on accessing ARIS Parent Link, Pupil Path (online gradebook)
e. Providing progress reports through Pupil Path
f. School announcement board posts

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3 and 4. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.

School website also translates in more than 10 languages.

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: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosalyn Allman-Manning	Principal		1/1/01
Victoria Somma	Assistant Principal		1/1/01
Rose Flores	Parent Coordinator		1/1/01
Patricia Brown	ESL Teacher		1/1/01
Mrs. Poppi Tepelidis	Parent		1/1/01
Mrs. Ana Cabrera	Teacher/Subject Area		1/1/01
Mrs. Jacqueline Ungar	Teacher/Subject Area		1/1/01
Ms. Michelle DeMarco	Coach		1/1/01
	Coach		1/1/01
Ms. Haydee Pistone	Guidance Counselor		1/1/01
Mrs. Joanne Brucella	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Q27210 **School Name:** Middle School 210

Cluster: 210 **Network:** 210

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

Part A: Needs Assessment Findings

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

The HLIS survey is used to identify both ELL students and the languages spoken in the school building. This survey is administered by our ESL teachers. This data, along with the Place of Birth Report ensures that all parents are provided with appropriate and timely information in a language they can understand. Also, the Department of Education conducts a yearly parent survey to express their opinion of their children's 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.

According to the data referenced above, most of the written and oral interpretation needs are required in Spanish with the second largest translation need being Bengali. All of the necessary written and oral interpretation needs of different languages are fulfilled by the school during parent teacher conferences, state tests and through the distribution of translated DOE school documents.

Part B: Strategies and Activities

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

All of the Department of Education written notices are translated into the student's native languages. The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests.

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

The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests.

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

The school will fulfill Section VII of the Chancellor's Regulations in the following ways:

- Sending home NYC Department of Education letters in the student's native language
- Providing oral translation services in person and by 3-way conference calls, when necessary