



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

**DRAFT: PENDING NYSED APPROVAL**

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

**07X203**

**School Name:**

**PAUL ROBESON**

**Principal:**

**WILLIAM HEWLETT, JR.**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Paul Robeson School Number (DBN): 07X203  
School Level: 8 Grades Served: 8  
School Address: 339 Morris Avenue, Bronx NY 10451  
Phone Number: 718-292-1052 Fax: 718-292-5765  
School Contact Person: William Hewlett, Jr. Email Address: [whewlet@schools.nyc.gov](mailto:whewlet@schools.nyc.gov)  
Principal: William Hewlett, Jr.  
UFT Chapter Leader: Santa Alvarez-Vives  
Parents' Association President: Wilbylisy Santiago  
SLT Chairperson: William Hewlett, Jr.  
Student Representative(s): \_\_\_\_\_

**District Information**

District: Seven Superintendent: Yolanda Torres  
Superintendent's Office Address: 501 Courtlandt Avenue  
Superintendent's Email Address: [YTorres5@schools.nyc.gov](mailto:YTorres5@schools.nyc.gov)  
Phone Number: 718-292-1052 Fax: 718-292-5765

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 608 Network Leader: Rudy Rupnarian

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
William Hewlett, Jr.	*Principal or Designee	
Santa Alvarez-Vives	*UFT Chapter Leader or Designee	
Wilbylisy Santiago	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Juanita Pressley	Member/ Staff	
Joanna Serrano	Member/ Staff	
Jessica Horsford	Member/ Staff	
Cynthia Chavez	Member/ Parent	
Lydia Martinez	Member/ Parent	
Brenda Santos	Member/ Parent	
Andrea Lopez	Member/Parent	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The 2014-1015 academic year will be the final year for MS 203 as we enter the final year of our phase-out. However, with a small staff and a student body of 80 students we look forward to the fulfillment of our mission to provide a rigorous academic curriculum in a nurturing and trusting environment where students and staff continue to learn. The students will be exposed to a culturally, educationally and technologically diverse program. We look forward to providing our students an intimate environment where teacher to student conferencing will be our instructional focus.

Among our strengths as a school going into this academic year is the positive morale provided to staff on the success of students in MOSL and State assessments and their overall closing of the achievement gap. We look forward to continued growth for our students in an effort to reach Level 3 on state assessments. However, the growth of our ELLs in particular showed substantial growth within their proficiency levels but at this time all MS 203 students are performing at Levels 1 and 2. MS 203 administration and staff will continue our growth in the Advance observation process as we focus on increased improvement in student engagement, assessment and questioning. MS 203 has fully committed to our instructional focus of teacher conferencing with students so they may clearly articulate their learning. In addition, through our continued PBIS incentive activities we have decreased our school incidents in OORS and have maintained an overall positive school culture and an increase in student attendance. We continue to partner with our 21<sup>st</sup> Century Learning partners to provide differentiated learning activities to our students during our after school and Saturday programs.

Some of our ongoing challenges are the continued motivation of our school community as we enter the final year of our phase-out, the importance of consistent staff attendance and the monitoring of the success of our instructional initiatives such as weekly Professional Learning, teacher conferencing, and increase in parental involvement that includes Tuesday Parent Outreach.

The DTSDE Tenet(s) where MS 203 made the most growth included providing a supportive environment through our Advisory and intervention programs and in our weekly professional development and monthly professional learning opportunities. We continue to work on our school leadership and teacher collaboration. MS 203 is particularly proud of the welcoming and encouraging environment we provide to our families.

A key DTSDE area of focus is the continuing need to provide rigorous and differentiated instruction aligned to the Common Core for all subgroups of students. We strive for consistency in each classroom and focus on student expectations and engagement so that students are exposed to higher level thinking and can clearly articulate their learning to challenge one another while they develop their social and emotional growth. In order for this to take place MS 203 must have an atmosphere of trust as we work toward this goal and this must start at the top with the Principal leading by example.

## 07X203 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	08	Total Enrollment	75	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		84.5%	% Attendance Rate		85.4%
% Free Lunch		88.5%	% Reduced Lunch		0.6%
% Limited English Proficient		25.9%	% Students with Disabilities		31.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		29.3%
% Hispanic or Latino		70.1%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		0.6%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		12.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		31.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		9.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		1.2%	Mathematics Performance at levels 3 & 4		0.6%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		17.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		33.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

### 07X203 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	08	Total Enrollment	75	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		84.5%	% Attendance Rate		85.4%
% Free Lunch		88.5%	% Reduced Lunch		0.6%
% Limited English Proficient		25.9%	% Students with Disabilities		31.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		29.3%
% Hispanic or Latino		70.1%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		0.6%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		12.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		31.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		9.1
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		1.2%	Mathematics Performance at levels 3 & 4		0.6%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		17.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		33.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

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Types and Number of Special Classes (2014-15)					
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% Limited English Proficient	25.9%	% Students with Disabilities			31.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			29.3%
% Hispanic or Latino	70.1%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.16	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
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Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

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

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

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

During our PFQR the area of alignment of unit and lesson plans to the Common Core was not consistent through the classes coupled with the observation of instruction and questioning that did not provide an atmosphere where critical thinking and higher order thinking skills were prevalent.

In order to close the achievement gap (Students will pass the class but perform below proficiency level on State Assessment) MS 203 needs to examine our activities in the unit and lesson plans that promote higher order thinking through engaging activities, rigorous questioning and assessments. This will be addressed via a range of these topics introduced during differentiated Professional Learning activities.

### Part 2 – Annual Goal

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

By June 2015, ELA and Mathematics teams will collaborate weekly to adopt units and lesson plans to meet the needs of all students as evidenced by unit and lesson plans that promote higher-order thinking skills, multiple access points, and necessary supports and extensions that will result in students increasing their scale scores an average of 10% on the 2015 State ELA and Mathematics Assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Weekly Professional Development meetings that will focus on instructional strategies and rigorous activities that are differentiated to address the needs of subgroup populations such as ELL’s, SWD’s and overage students that will be implemented into unit and lesson plans.</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Professional Development Committee will meet monthly to evaluate needs based on data, observations and teacher feedback.</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Hiring of GenerationReady Literacy Coach to work with MS 203 staff and facilitate PD to MS 203 staff in all content areas</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Utilization of Network instructional coaches to facilitate differentiated PD (SWDs, ELLs) in all content areas.</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration and CFN Network
<ul style="list-style-type: none"> <li>• Series of Lunch and Learns and teacher meetings after school (Teacher’s receive per session under supervision of Principal)</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• MindMath and Lightsail consultants will provide differentiated PD for content area teachers and teachers providing instruction to students participating in MS 203 intervention programs.</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Teacher attendance at citywide PD for CMP3 (Mathematics) and Scholastic Code X (ELA) that will facilitate use of instructional materials including educational supplies, textbooks and software.</li> </ul>	MS 203 parents	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Series of parent workshops held throughout the academic year hosted by MS 203 Parent Coordinator and targeted for parents of subgroup students on the work that teachers accomplishing through explanation of delivery of instruction through unit plans.</li> </ul>	All MS 203 staff	September 2014 – June 2015	MS 203 Parent Coordinator, MS 203 administration


**Part 4 – Resources Needed**

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

Consistent meeting of MS 203 administration and PD Committee, available funding from MSQI Grant for securing Literacy Coach, communication with Network on Professional Learning needs.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, 100% of MS 203 content area staff will have met weekly to collaborate and formulate strategies to create rigorous unit and lesson plans.
- As part of weekly cabinet meeting MS 203 administration reviews progress of implementation via observational reports or other relevant data Professional Development topics.
- MS 203 PD Committee reviews progress of instructional PD during monthly meetings.
- First mid-point progress of Goal will take place in December, 2014.

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

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

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

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

**Part 1 – Needs Assessment**

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

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

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

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

MS 203 continues to highlight the success of our school culture and sense of community in the building that starts with the work of the PBIS Committee. The Committee meets consistently to monitor student progress and point accumulation through positive acts, participation in academic intervention programs, participation in socially conscience activities and attendance/school arrival improvement. Students were recognized monthly as part of monthly themed assemblies. A recommendation from our PFQR from our Network was to create a forum aligned to the school’s vision and mission that enables students to take an active part in the decision making process to promote social and emotional health and to develop a sense of ownership in their school community. (SOP 5.3) In an effort to address this recommendation MS 203 will encourage student participation in the PBIS Committee decision-making process.

**Part 2 – Annual Goal**

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

By May 2015, 100% of staff members will be trained in the use of the Positive Behavioral Supports and Interventions (PBIS) Matrix and student rewards system as evidenced by a 20% decrease in incidents reported within OORS.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• School assemblies are conducted to reintroduce school behavioral expectation (Matrix/Voice Level Chart) and the reward systems (Trips, Phoenix Dollars, etc.) that they can receive if they follow the expected behavior. The assemblies are scheduled monthly throughout the year to celebrate positive behavior and student accomplishments as well as relevant topics such as bullying. All parents are invited to monthly assemblies.</li> <li>• The MS 203 PBIS team (AP, Dean, Parent Coordinator, guidance counselor and community assistant) meets biweekly or monthly depending on school needs to analyze behavioral data from SWIS reports, Network-developed Data Tool and teacher referrals from all subgroup students. The PBIS team will analyze and discuss the data and staff concerns from the survey. The team will reinforce the universal expected behavior (Matrix) and voice level chart to students and staff and this will be posted in classrooms, offices and hallways and addressed throughout the year. The ladder of referral will be updated to reflect current staff and new roles. Parents will be informed of the PBIS matrix and activities at parent meetings.</li> <li>• A PBIS PD will be conducted for the staff to reinforce the school matrix and introduce new staff to the PBIS philosophy that included a review of the MS 203 Teacher’s Handbook was conducted during the PBIS PD where school expectations and teacher responsibility for expected behavior was reinforced. A separate PD will be made available for parents to be facilitated by Parent Coordinator.</li> <li>• A PBIS PD will be conducted for the staff to reinforce the school matrix and introduce new staff to the PBIS philosophy that included a review of the MS 203 Teacher’s Handbook was conducted during the PBIS PD where school expectations and teacher responsibility for expected behavior was reinforced. A separate PD will be made available for parents to be facilitated by Parent Coordinator.</li> </ul>	<p>All MS 203 subgroup students, parents and staff</p> <p>MS 203 PBIS Team</p> <p>MS 203 staff, MS 203 parents</p> <p>MS 203 staff, students, and parents</p>	<p>September, 2014 to June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p>	<p>PBIS Committee, MS 203 administration</p> <p>PBIS Committee, MS 203 administration, MS 203 Parent Coordinator</p> <p>PBIS Committee, MS 203 administration</p> <p>PBIS Committee, MS 203 administration</p>

<ul style="list-style-type: none"> <li>The PBIS reward and incentive system is being reinforced for the 2013-14 academic year that acknowledges students for following expected behavior. Students will be provided Phoenix Dollars by staff that can be redeemed at the Phoenix store. Another reward system that will continue is the school dances and trips that will be done in the winter and spring. Students will receive a Golden Ticket (An invitation) if they are in good standing behaviorally and academically. Parents are encouraged to participate and attend.</li> <li>MS 203 will continue its partnership with the 21<sup>st</sup> Century Organization via grant funds to provide after-school clubs such as a cooking, drama, rock band. We have also partnered with OmniLearn, which provides a hands-on approach to scientific inquiry. These programs will also provide Parent Fairs throughout the year to showcase the work of their clubs to parents.</li> <li>Through funds from our Title III Grant MS 203 will provide intervention in Math, Science and a Reader's Theatre after school and Saturday's for ESL students.</li> </ul>	MS 203 staff, students and parents	September 2014 – June 2015	PBIS Committee, MS 203 administration
	MS 203 staff students and parents	September 2014 to June 2015	PBIS Committee MS 203 administration
	MS 203 staff and students	October 2014 to June 2015	21 <sup>st</sup> Century Learning MS 203 administration.
			MS 203 administration

**Part 4 – Resources Needed**

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

Among needed resources will be a functioning PBIS Team that will include Parent Coordinator, Social Workers, staff and parents. Instructional resources will include materials such as matrix for distribution to school community, scheduling monthly assemblies and community/parent meetings.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

By February 2015, all MS 203 staff will have participated in PBIS training and MS 203 will have initiated school incentive activities using the PBIS reward and incentive program.

By February 2015, all 21<sup>st</sup> Century and Title III intervention programs will be functioning and be close to max student participation levels.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

**Part 1 – Needs Assessment**

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

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

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

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although there was no rating given during our Network PFQR, a recommendation under this tenant was “Regularly monitor classroom instruction to ensure that teachers plan Common Core Learning Standards aligned lessons and implement multiple instructional strategies to engage all students in learning. (SOP 4.3)”

MS 203 is pleased with the work of its instructional staff to plan and collaborate however through observational data collected in Advance, there is still a need to increase the overall level of student engagement and student generated inquiry and questioning that is Common Core aligned.

Based on student portfolio walkthrough’s there is inconsistency in the quality and quality of teacher feedback to students and that translates into inconsistency in the level of conversations students have with their parents during our Student-Led Conferences.

Based on observational data in Advance teacher questioning are for students as a whole and the need to address differentiation strategies and multiple access points for student subgroups must be addressed thus our observations will have a strong focus on the Danielson Domains of 3B, 3C and 3D.

The MS 203 Professional Learning time will focus on examining student work and aligning this work to the Danielson Framework listed below.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of teachers will increase one HEDI rating in the Danielson competencies 3B (Questioning and Discussion), 3C (Engaging students in Learning) and 3D (Using assessment in instruction) as evidenced through Advance observation reports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Differentiated Professional Development delivered on Monday’s and other available PD dates by MS 203, Network Instructional Coaches and contracted consultants on topics focusing on instructional strategies related to questioning, assessment and engagement (Development of rubrics, questions that elicit discussion and group tasks aligned to the Common Core.</li> </ul>	MS 203 Staff	September 2014 – June 2015	MS 203 Administration, Instructional Coaches from Network
<ul style="list-style-type: none"> <li>• Administration will schedule observations and provide timely and actionable feedback to staff members.</li> </ul>	MS 203 staff MS 203 administration	September 2014 – June 2015	MS 203 Administration
<ul style="list-style-type: none"> <li>• As part of the MS 203 instructional initiative for teachers to consistently conference with students, MS 203 will provide PD and time for intervisitation to other classes and schools on this topic and strategies to deliver feedback to students during conferencing that will include the use of rubrics and constructive comments. These conversations will then be turn keyed by students to parents during the Student-Led Conference.</li> </ul>	MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• MS 203 staff will meet during common planning periods for the purpose of collaboration and developing Common Core unit plans that meet the multiple entry points of students.</li> </ul>	MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Network provided PD on Common Core unit planning that is differentiated for various subgroup populations.</li> </ul>	MS 203 staff	September 2014 – June 2015	MS 203 administration
<ul style="list-style-type: none"> <li>• Network instructional coach to work with content area</li> </ul>			

teachers on unit planning and instruction.	MS 203 staff	September 2014 – June 2015	MS 203 administration Network achievement staff
	MS 203 Staff	September 2014 – June 2015	MS 203 Administration

**Part 4 – Resources Needed**

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

Hiring of instructional consultants, Network personnel support, scheduling of MS 203 PD Committee.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

By February 2015 all MS 203 staff will have received a minimum of two observations focusing on their Development in Danielson Domain 3.

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

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

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

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

**Part 1 – Needs Assessment**

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

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

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

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The recommendation from the MS 203 PFQR was to “Ensure the school-wide plan for observation and feedback incorporates individualized teacher professional goals and supports staff to take ownership for the next stage of their development”

As a Focused/Priority/Phase-Out school communicating urgency of school-wide goals has always been a priority. These goals, instructional initiatives, SCEP, have been and continue to be communicated to the MS 203 community through weekly Principal Newsletters, topics of discussions at Professional Development, SLT and staff meetings.

MS 203 administration continually reviews assessment data gathered from MOSL, state assessments, MSQI, student report cards and attendance for teachers and students to inform decisions on student, teacher and parent development.

With the utilization of our F-status Business manager MS 203 is fiscally responsible and has made informed personnel decisions as well as maximizing use of funds toward the improvement of the instructional and social/emotional well-being of our students.

Although we continue to be ambitious and aggressive in our approach to improving our leadership practices, MS 203 leadership must continue to improve the monitoring, implementation and overall impact of these initiatives.

The MS 203 will continue with our work in PD, observational feedback from administration to teachers and teachers to students but will place greater emphasis on the monitoring to determine the impact on these initiatives on instruction

and overall student success.

**Part 2 – Annual Goal**

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

By June 2015, 100% teachers and students will be provided with actionable and frequent feedback, by administration and teachers respectively, focusing on all aspects of Domain 3 and their alignment to Common Core Learning Standards to improve teacher effectiveness as measured by an increase by at least one HEDI level in the five competencies by 60% of MS 203 staff.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• MS 203 administrators attendance at Citywide Advance Training held by DOE</li> </ul>	MS 203 administration	July 2014	NYCDOE and Network personnel
<ul style="list-style-type: none"> <li>• MS 203 will facilitate Professional Development that includes communication of school instructional vision for all subgroup students (ELLs, SWDs) and goals and its correlation to Chancellor’s Instructional goals.</li> </ul>	MS 203 staff	August 2014 to June 2015	MS 203 Administration, PD Committee and Network
<ul style="list-style-type: none"> <li>• Review of staff data from 2013-2014 Advance observational ratings to emphasize the importance of moving HEDI ratings in the Danielson areas of engagement, assessment and questioning and its alignment to the Common Core.</li> </ul>	MS 203 staff	September 2014	MS 203 Administration
<ul style="list-style-type: none"> <li>• Schedule meetings with MS 203 PD Committee to focus on topics based on relevant data from observations and student assessments that include Danielson Framework, assessment feedback, rubric development and conferencing.</li> </ul>	MS 203 Staff	September 2014 – June 2015	MS Administration
<ul style="list-style-type: none"> <li>• Through MSQI funding secure GenerationReady Literacy Coach to join PD team that will work with MS 203 instructional staff.</li> </ul>	MS 203 Staff	October 2014	MS 203 Business Manager MS 203

<ul style="list-style-type: none"> <li>MS 203 administration will schedule and meet with MS 203 staff during Initial Planning Conferences to determine observational preferences and have preliminary meetings on student’s data, school and teacher goals and strategies for subgroup populations.</li> <li>MS 203 administration will schedule teacher observations (Individually, ICT’s and team teaching with ELL’s) as well as schedule feedback meetings after calibration to meet feedback deadlines. Initial feedback will be made to teachers via email.</li> <li>MS 203 staff will receive PD on aspects of the Student-Led Conference including rubric development, conferencing, developing Learning Targets with students based on data and providing meaningful, productive feedback.</li> <li>Parent meetings and ongoing parent contact facilitated by Parent Coordinator to stress the importance of parental participation and attendance for Student-Led Conference.</li> </ul>	MS 203 Staff	September 2014	Administration MS 203 Administration
	MS 203 Staff	September 2014 – June 2015	MS 203 Administration
	MS 203 Staff MS 203 Students	September 2014 – May 2015	MS 203 Administration
	MS 203 Parents	September 2014 – May 2015	MS 203 Parent Coordinator MS 203 Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources needed for implementation of this action plan will securing of Coach from GenerationReady, consistent meeting of MS 203 PD Committee to review relevant topics for Monday PD, available funding for supplies and technology and other outside consultants who may provide PD to staff.

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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- By February 2015 all MS 203 staff will have participated in two feedback meetings.
- By February 2015 65% of all MS 203 students and parents will have participated in feedback SLC meetings.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

The recommendation from the Network PFQR was to “Develop a comprehensive plan to ensure that all staff members understand how to create and sustain high levels of family engagement so that families are aware of their child’s progress, achievement and areas of need. (SOP 6.3). MS 203 provides a welcoming atmosphere by displaying student achievement (Phoenix Points) and student/parent events prominently in all areas of the school in particular the school entrance. Parents are consistently contacted on all aspects of student progress including attendance and tardiness. All school data is shared with parents at SLT and PA meetings and MS 203 publishes a monthly parent Newsletter to inform this population of upcoming events and utilizes a phone-tree communication system.

### Part 2 – Annual Goal

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

By June 2015, MS 203 will develop a comprehensive plan to ensure that 100% of staff members understand how to create and sustain high levels of family engagement so that families are aware of their child’s progress, achievement and areas of need as evidenced through utilization of the additional time for parent outreach to increase parent involvement and communication that will result in a 20% increase in parent participation at Student-Led Progress Conferences.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• MS 203 PBIS Committee to meet to formulate ongoing parent events to include topics related to all subgroup populations.</li> <li>• MS 203 hosts its inaugural Parent Night where MS 203 staff presents to parents their expectations for their classes.</li> <li>• Ongoing parent communication on student progress during Tuesday extended time.</li> <li>• MS 203 hosts its 21<sup>st</sup> Century Learning Parent Fair where students, staff and 21<sup>st</sup> Century personnel present the work and activities to parents.</li> <li>• MS 203 will host community events such as our annual Holiday Luncheon and Student Awards Dinner where the entire community will come together and share the accomplishments of the students and school as a whole.</li> <li>• MS 203 will hold monthly Parent Meetings that will focus on instructional or social topics such as achievement of ELL's and SWD's and bullying.</li> <li>• MS 203 Parents will participate in School Leadership Team meetings held monthly.</li> </ul>	<p>MS 203 PBIS Committee</p> <p>MS 203 Staff, Parents and Students</p> <p>MS 203 Staff</p> <p>MS 203 Parent and Staff</p> <p>MS 203 Parents, Students and Staff</p> <p>MS 203 Parents</p> <p>MS 203 Parents</p>	<p>September 2014 – June 2015</p> <p>September 18, 2014</p> <p>September 2014 – June 2015</p> <p>November 2014, March 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p> <p>September 2014 – June 2015</p>	<p>MS 203 Administration</p> <p>MS 203 Parent Coordinator MS 203 Administration</p> <p>MS 203 Administration</p> <p>21<sup>st</sup> Century Learning and MS 203 Administration</p> <p>MS 203 PBIS Committee, MS 203 Administration</p> <p>MS 203 Parent Coordinator</p> <p>MS 203 Parent Coordinator MS 203 Administration</p>

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**Part 4 – Resources Needed**

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

Continued parent commitment support and participation, communication between Parent Coordinator and school parents, PC budgetary funding, scheduling of parental events conducive to maximum parental participation. By June 2015, in adherence to the new teacher contract, MS 203 will develop a comprehensive plan to ensure that all staff members understand how to create and sustain high levels of family engagement so that families are aware of their child's progress, achievement and areas of need and utilize the additional time for parent outreach.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

By February 2015 via review of parent phone logs and attendance meeting sign-in sheets MS 203 will evaluate the success of our parent outreach initiatives.

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

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

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	Proficiency Levels 1 and 2 on State Assessments on MOSL assessments.	that gives students in General Education, Special Education and English Language Learners who are struggling with math additional time and focused instruction to strengthen their performance. This program is done via teacher pull-out during the instructional day. MindMath differentiates mathematical skills for each student.		
<b>Science</b>	All MS 203 students	OmniLearn is a hands-on, science intervention class where students An experienced OMNiLEARN instructor provides instruction via experiments to MS 203 students.	Whole class	Once a week on Wednesdays
<b>Social Studies</b>	All MS 203 students	Social Studies AIS will focus on preparation for the Common Core ELA examination that will include the use of document-based questions structured to match those found on the spring assessment.	Whole class	Five days a week
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified at risk-students in all subgroups	Social work at-risk will include the subgroup of overage students, those flagged for attendance and special focus on students in temporary housing and their specific needs such as transportation, adjustment to new		

		environments and working with agencies to secure permanent housing		
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## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, MS 203 students in identified subgroups (Lowest third, SWDs, ELLs) will be provided with the mandated Expanded Learning Time hours via a variety of instructional activities from contracted personnel as measured by attendance at provided programs.

### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

- MS 203 subgroup population of ELLs, SWDs, Lowest Third and overage students.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:  
 Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.  
 Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.  
 Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.  
 Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.  
 Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Through our ELT programs and our partnership with the 21<sup>st</sup> Century Learning Organization and Title III Funds MS 203 will offer a wide range of programs for all of our subgroup students (ELL’s, SWD’s, overage and Lowest Third) that will capture student interest via alternative engaging programs and hands-on experiences. For example:

- OmniLEARN, a hands-on science intervention class.
- Robotics Club
- Cooking Club
- Rock Band
- Reader’s Theatre for ELL’s
- Entrepreneur/ Drama Club
- Dance Club

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

All clubs will actively recruit students during the course of the instructional day, in particular during the lunch periods and school assemblies, with the caveat that there will be incentive trips and Phoenix points for consistent participation. Students will also be invited to Club Fairs held on selected Tuesday’s for parents to gain participation.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Implementation of the program will be completed by MS 203 administration in partnership with personnel from the 21<sup>st</sup> Century Learning Organization. 21<sup>st</sup> Century personnel will monitor success via participation and monitoring of Grant Funds.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Grant approval from Network and 21<sup>st</sup> Century organization, student participation and scheduling of available space with other schools within building.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2014 through June 2015.

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 <sup>st</sup> Century		Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

N/A

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By the end of January, 2015 50% of identified MS 203 students will participate in an Extended Learning Time Program.

**Part 5b.** Complete in **February 2015.**

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

## Section 8: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly Qualified teachers will be attracted by posting job openings on the new teacher finder website as well as open hire. Additionally administration will attend NYC job fairs in the summer and spring to attract qualified applicants.
All MS 203 teachers and those sought through established vacancies are required to meet the guideline of a Highly Qualified Teacher as defined by NCLB, they are: Fully certified and/or licensed in New York State, must hold at least a bachelor degree from a four-year institution and demonstrate competence in each core academic subject area.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Current staff will receive on-going professional development to become Highly Qualified on topics such as curriculum development and the Danielson Framework. Non tenured staff will receive monthly professional development in their content areas and topics such as the Danielson Framework and classroom management to improve both content knowledge and learn best practices. Professional Development on instructional strategies aligned to the Common Core also provided by our Network Coaches and instructional staff from Generation Ready.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The MS 203 MOSL Committee met on multiple occasions and reviewed data from the previous year’s MOSL assessments and weighed the benefits of selecting the 2014-15 MOSL options. Recommendations were then made and forwarded to Principal for final approval. The MS 203 Professional Development Committee meets monthly using observational and MOSL information to formulate plans for PD Monday Learning topics.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	147,167	X	10,13,17,20,24,
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	35,623	X	10,13,17,20,24,29
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	11,200	N/A	10,13,20,29
Title III, Immigrant	Federal		X	N/A
Tax Levy (FSF)	Local	699,725	X	N/A

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) 07x203

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 203**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) 07x203**

**Middle School 203**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District	Borough <b>Bronx</b>	School Number <b>203</b>
School Name <b>Middle School 203</b>		

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

Principal <b>William Hewlett, Jr.</b>	Assistant Principal <b>Deborah Sanabria</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nonet Dapul</b>	Guidance Counselor <b>Santia Camacho</b>
Teacher/Subject Area <b>Catherine Alexander</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jose Bodre/Math</b>	Parent Coordinator <b>Jaydee DeLaCruz</b>
Related Service Provider <b>Jennifer Ellison</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Meghan Kelley</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>175</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>27.43%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	12
SIFE	19	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	20			10			18			48

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	20	0	0	10	0	0	18	0	0	48
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								23	23					46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								6	7					13
Intermediate(I)								3	6					9
Advanced (A)								13	9					22
Total	<b>0</b>	<b>22</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	19	1			20
8	22	3			25
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	15	5	1						21
8	18	9							27
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	10	5	6	0					21

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	0	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	0	0	0	0
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
MS 203 is on the third year of being part of the Middle School Quality Initiative(MSQI) grant that focusses on implementing strategic reading intervention for middle school students. It begins with the ELA teachers administering the Degree of Reading Power (DRP) assessment three times a school year (September, January and June) in order to track students' reading comprehension throughout the

school year. After the DRP results, there are three trained teachers that will administer addition screening assessment such as WISK, TOSWRF and Fountas and Pinnell reading inventory to correctly place students in reading groups for instruction. In order to complement the reading inventory, the school will ensure that all books are accurately leveled and made available for all student (including the ELLs) use. these additional data will assist the AP to strategically group students by reading abilities and provide reading intervention program such as Wilson, Wilosn Just Words and Word Generation during their advisory period.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to assessment data collected from the NYSESLAT testing there is 4 (8%) student listed as proficient, 21 (44%) advanced, 9 (19%) intermediate and 26 (27%) beginners. The data reveals that the language proficiency is increasing with the ELL population. There are more advanced levels than the previous NYSESLAT assessments as the students go up in grade. This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The 2013 NYSESLAT combined modality sets anaysis has not yet been released by SED as of 12/10/13.
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?

The NYSESLAT data shows a marked improvemnet in English language proficiency with the majority of students achieving the next proficiency. In the 2102 NYSESLAT 11 students were advanced, 12 intermediate and 11 beginners; where in the 2013 NYSESLAT there are 21 students advanced, 9 intermediate and 10 beginners. Therefore, a minority of students have remained static in their achievement, and a few students' results have deteriorated. At this time MS 203 is not administering the ELL Periodic Assessment. However, we do administer the ELA and Math Acuity periodic Assessment in order to evaluate their Literature and mathematical strength and area of needs improvement. Teachers have access to the data and differentiate their instructional lesson in order to provide their students including ELLs entry points as well as build on their skills needs to be addressed or strengthen. The data assist in determining the type of after school or Saturday interventions for ELLs that will provide the skilled based literacy and math support needed. In order to support their native language the assigned intervention teacher will bilingual and will provide additional support for the ELLs with limited English.

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](#).)  
ELL program success is evaluated on a number of levels including the success of students on state exams such as the NYSESLAT, state assessments in ELA, math and science, Acuity progress reports, academic success via report card data as well as assessments generated from instructional software that is used during intervention programs. On another level success of a program for ELL's is evaluated on student attendance records and where applicable parent participation during meetings and workshops designed for that population.

The information that is provided by the periodic assessments, NYSESIAT, and the State test is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students. Since our ELLs are struggling with literacy (reading and writing) the schools has pushed for all teachers to implement literacy across the curriculum and in their lesson planning for all students. Literacy is not only done in ELA but in all content-area classes. Through informal and formal observations administration is looking for differentiated instruction as well as literacy in all content area subjects. The academic intervention programs that are provided during and after school and on Saturday (Word Generation, Destination Math and MyOn). These intervention programs are technology based and provides immediate data of individual student's progress that teachers can evaluate and apply instant intervention as needed for each ELL. The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
In September, the AP for ELLs and the ESL teachers review the NYSESLAT data and identify all the ELLs and their language proficiency. This information is shared with the staff along with the ELL handbook. MS 203 has developed and created an ELL handbook as a tool/resource for teachers when they are planning and preparing their lesson plan. The handbook includes ELL common terms and definition, 3 areas of focus for ELLs (Learning Environment, Maximizing the Component of Balanced Literacy, and Modification of

Curriculum) and types of scaffolding. The ELL handbook also includes various professional text that supports English Language Learners. This information assist teachers in taking into consideration the development of ELL language acquisition and how to provide entry points to the CCLS curriculum. In addition, each content-area classroom has word-to-word translation dictionary that is accessible to our students. The NYSESLAT data also determines which ELLs will receive the beginner ESL classes, where the highly qualified ESL teachers provided the second language support.

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?

MS 203 do not have a Dual Language Program.

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

MS 203 is concluding via the NYSESLAT data which shows a marked improvement in English language proficiency with the majority of students achieving the next proficiency. However, a minority of students have remained static in their achievement, and a few students' results have deteriorated; in the MS 203 12-13 Progress report out of the 76 ELLs 26% showed progress in Mathematics and out of the 63 ELLs that took the ELA State test 49% showed progressed; and the periodic assessments that given the moderate to poor performance of the ELL population on these exercises, there must be an increased alignment in the instruction during the day with that of the intervention programs. Presently there is not a planning period that includes that cadre of staff members. This lack of communication has contributed to their performance. There must also be consistency in the overall instructional program as well as increased rigor that includes the differentiation of instruction and implementation of literacy in all content area subjects by all teachers to this population. Finally MS 203 has used these assessments to completely emulate testing conditions on state exams that included the exemption of LEP students. This will no longer take place as their data is as valuable as any and they will be included in the 2012-2013 periodic assessment administration.

## 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](#).)

Students are identified after the bi-lingual pupil secretary monitors the completion of the Home Language Identification Survey (HLIS) forms by the parents. Once the HLIS is completed the pupil secretary communicates via email with the AP or ESL teacher and in turn, the AP or ESL teacher reviews the HLIS and determines that the language code is a language other than English. The bilingual Assistant Principal, in charge of the ESL department, who then contact the ESL teacher and ask for her to reviews the HLIS and orally interviews the individual student in order to confirm the native language of the student (usually Spanish). Once the certified ESL teacher completes this process she then arranges for the LAB-R to be administered. The ESL teacher administer the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. Once the test is completed the ESL teacher manually grade the LAB-R utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language profience level is at a Beginner, Intermediate, Advanced or Proficient. If the student falls below proficient then the student is identified as an English Language Learner (ELL) needing ESL services. The identified ELL will also be pulled out and administered the Spanish LAB-R by a bilingual ESL teacher (Spanish). The bilingual certified ESL teacher administer the short version of the Spanish LAB-R, which consist of the Listening, Reading and the Writing in order to determine the level of proficient of the native language (usually Spanish). Once the student takes the LAB-R in English and in Spanish the Assistant Principal places them in the appropriate Free Standing ESL class, as well as, communicate with the bilingual Parent Coordinator in order to communicate with the ELL parents as explained below.
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.

In September the bilingual Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discussed the process of informing newly arrived ELL's parents, within 10 days of school entry, of the three programs (Transitional

Bilingual, Dual Language and Freestanding ESL) that are available in District 7 and the program that MS 203 has available. There is a parent meeting orientation in September for all parents including the new students of the different type of programs for second language learners. In this meeting an ELL parent package was put together and this folder contained the following documents in English and in Spanish (the information will be provided in other language as needed):

- a brief description of the three ELL programs (TBE, DL, ESL)
- a map of the District 7 schools that contains the above programs
- Entitlement letter
- Program Selection form
- Parent Survey form

The Parent Coordinator explains each document and also shows the video for parents as needed. Throughout the year any students that are identified by the AP or ESL teacher will meet with the Parent Coordinator to review and discuss the documents mentioned above and the choices the parent have. If the parents chooses to stay at MS 203 they will complete the necessary form. However, if the parent chooses the program that our school does not provide the parent coordinator reaches out to the necessary people and assist the parents with placement. The parent coordinator is prepared to explain to the parents if there is a waiting list that their child will remain in the school receiving ESL stand alone until their child is placed. In addition, if there is room for the child to attend a school with TBE/DL the parent coordinator provide the parents with the school's address and send them to the appropriate school.

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 Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrive students and once a students are identified as an ELL by the ESL teacher she informs the bilingual Assistant principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent and arranges an orientation session with the parents and provides the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assistant principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the bilingual Assistant principal's office (Room 337) and secured. The entitlement letter is provided to all the students once the NYSESLAT is reviewed by the AP and ESL teacher. The AP explains the importance of having the document returned and secured in room 337. In addition, the parent coordinator reaches out to all of the ELL's parents and inform them of the entitlement letter and the need for their signature and the return. The parent coordinator has a check off list that is revised as she receives the letters.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

In September, the bilingual Assistant principal in charge of the ESL department meets with the certified ESL teacher to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are beginner, intermediate and Advance. Once the class list is generated on who will receive the Beginner ESL class and who will receive ELA and ESL in Social Studies. The entitlement letters are also reviewed along with the ATS reports RLER and RLAT. Beginner ELLs will receive the Pull-out ESL class and the Intermediate and Advanced students will receive ELA and ESL during the Social Studies class. Identified beginners and Intermediate ELLs receives additional ESL during advisory period. The parent coordinator reaches out to the parents and inform them of their child's school program regarding ESL. If any parents needs additional support the parent coordinator arranges for a parent meeting/workshop as needed from September-November. Any students who become proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model, where they receive ELA and ESL during the Social Studies class.

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.

In the Spring, the bilingual Assistant principal in charge of the ESL department is also the testing coordinator and organized and coordinates the the NYSESLAT test for all of the ELLs in the school. The ATS reports (RLER, RLAT and the RNMR) are printed and reviewed by the AP in order to ensure that all ELLs eligible to take the NYSESLAT test takes the test. During the month of March the Bilingual Assistant Principal meets with the ESL teacher and arranges for NYSESLAT test prep to occur during the Advisory period three times a week. The certified ESL teacher will utilize the sample NYSESLAT questions under each literacy modalities (Speaking and Writing; Listening and Reading) as well as the NYSESLAT 2013 Rubrics. This can assist the ESL teacher to prepare the ELLs and

ensure their progression in their language proficiency. The Bilingual Assistant Principal orders the appropriate number of NYSESLAT testing materials for each ELL and also provides the entire staff NYSESLAT testing memos prior to each NYSESLAT modality assessment. The memo includes the dates of each NYSESLAT session; the rooms, proctors (other than the ESL teacher) and the ELLs designated to take the test. The Bilingual AP will create a check off list for each ELL in order to ensure that all the ELLs took each section of the NYSESLAT test. During the Speaking session of the NYSESLAT the students will be proctored by a trained teacher that is not their ESL teacher. During the month of March, the Bilingual AP will train 4 staff members on how to score and administer each section of the NYSESLAT utilizing the Pearson NYSESLAT training materials.

The Bilingual AP meets with the Parent Coordinator and ensure that parents are informed that their child is scheduled to take the NYSESLAT state test in order to ensure students' attendance for the day of each NYSESLAT test.

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. *①*  
To date, all of our parents have requested for the Free Standing ESL program that MS 203 offers. Parents that comes to register their child that has English as a second language request for their child to receive English. The AP, ESL teacher and Parent Coordinator explains the options that is available in the District however, there is not a lot of school with TBE or DL programs in the district. We find that the parents do not want their child to travel far and also the want their child to learn a lot of English. The ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that MS 203 will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is what the parents are interested in putting their child

## 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])?

Due to the NCLB mandates Ms 203 runs a Free Standing ESL program with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as, Collaborative team teaching approach. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. These model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension.

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)?

According to the Part 154 regulation our Free Standing ESL program consist of a schedule that provides all ELLs to receive their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL through the use of the Pull-Out model (self-contained) for 90 minutes three times a week and 45 minutes 2 times a week (360 minutes of ESL a week). There is one Pull-Out ESL class. The beginner level class has 13 students and consists of a certified ESL teacher trained in QTEL. The ESL teachers partake in the ELA department meeting that meets in a weekly basis for the purpose of developing an ESL curriculum that is CCLS aligned and contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as, the language acquisition support to better prepare our ELLs for the NTSESLAT and ELA state exams. The ELL students with an English proficiency level of Intermediate, Advanced or Proficient (2 years of service only) receives 90 minutes 3 times a week and 45 minutes 2 times a week of ELA (360 minutes of ELA a week) by a certified ELA teacher. Intermediate and Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studeies along with the beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 45 minutes daily (225 minutes of ESL a week). Both teacher work collaboratively in creating CCLS aligned lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary (English/Spanish) and usage are implemented during the delivery of instruction. ELL Students are provided with word-to-word translation dictionary (Spanish/Arabic) and the SS textbook is also available in Spanish and the ELLs are able to do research, write reports and do oral presentations and work in teams to present orally based on their language abilities.

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

In addition, due to the fact that MS 203 only offers the Free Standing ESL program we do not have NLA classes however, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, and Earobics Reach as part of the ESL class. These programs are provided during school, after school and on Saturday. Also, the ELLs students will have access to the classroom libraries in evry content area class and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary and Oxford Content area Picture dictionary. Textbooks in Social Studies, Science and Mathematics are also available for ELLs in English and Spanish for additional support.

The delivery of instruction for ELLs in Science and Mathematics are done by the teachers utilizing materials that are modified for the ELL students while using appropriate scaffolding strategies such as the SIOP model, as well as, differentiated materials such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, word-to-word translated dictionary and Content based picture dictionary. These materials are made available for the Science, Math and Social Studeies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language

acquisition. Fortunately, the school provided each teacher a resource book (99 Ideas and Activities for Teaching English Learners with The SIOP Model, by: MaryEllen Vogt and Jana Echevarria) in order to support the teacher with effectively planning and preparing for the ELLs. This resource book is utilized along with the CCLS curriculum materials by the teacher for the purpose of providing the ELLs with entry points and scaffolding methods of the CCLS-aligned instructional task. ESL strategies in the book includes a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

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

The Bilingual certified ESL teacher is also certified in Foreign Language (Spanish) and she is the teacher for the Beginner level ESL class therefore, any newly arrived students that are identified as ELLs by the Assistant Principal is placed in her class. On necessary basis the ESL teacher provides informal Native Language assessment such as reading comprehension and writing prompts. She also utilizes the Destination Math Technology based program that offers English and Spanish math assessment that provides data and she can evaluate immediately after the students finishes the pre-programmed test. This information is provided to the Math teacher and the bilingual paraprofessional that travels with the class that the ELL is assigned to.

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

Depending on the results of the informal assessments the ESL teacher differentiates her ESL class based on the language acquisition abilities in English and as necessary in Spanish in order to help accelerate meaning and understanding of the English language. After the second marking period of report cards (February) the ESL teachers and the Assistant Principal in charge of the ESL department evaluate the ELL's English language acquisition progress and determines if students from the beginner ESL class should be moved to the intermediate ESL class in order to continue developing the English language for ELLs who may need a more rigorous academic approach.

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).

MS 203 instructional plan for ELLs (4-6), SIFE, Long Term ELLs and students with disabilities are content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing our SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teacher and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension. Any ELLs that are proficient will maintain in the class that the advanced ELLs receive for 1 year (ELA class and ESL in Social Studies class) and in their 2 year the former ELLs are included in the ESL teacher's Push-In model scheduled in Social Studies and Science classes.

MS 203 purchased 5 desktop computers and 13 mini IPADs for the beginner ESL class in order to service the targeted ELLs (0-3 years). The rationale for creating computer station and incorporate the mini IPADs in the ESL class is for the certified ESL teacher to implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers. The self-contained ESL class differentiate their lesson plan and uses the Ramp-Up Literacy Approach for reading, which consist of independent reading (MyOn:A technology based classroom library with high interest leveled reading in English and Spanish), independent writing, daily vocabulary focus, daily read-Aloud and teacher modeling, classroom conversation and the use of the Destination Reading as part of their daily activities. There is also explicit instruction on comprehension strategy, vocabulary and writing. These various reading and writing

approaches are evaluated through students' sharing of lessons learned.

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?

To best meet the needs of SWD ELL's, the school has invested in Integrated Co-Teaching classes that are paralleled with self-contained classes. This combination of classes is also scheduled to meet at the same time as the ELA and ESL classes, therefore providing the optimal conditions for students to move from setting to setting based on individual needs rather than purely the concrete structure of the IEP or language proficiency. The ESL teacher also includes ELL-SWD students into her push-in model program where necessary in order to provide the ESL services as mandated in the IEP. The ESL teacher communicates and collaborates with the IEP teacher and Special-Ed teacher and has access to the ELL-SWD IEP as a way to ensure that the services and appropriate strategies are utilized to support the ELL-SWD.

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?

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. Also, each content-area class has word-to-word translation dictionaries for additional support. With the exception of ELA students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day to identified ELL-SWD in the content-area classes.

**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:			

**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

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

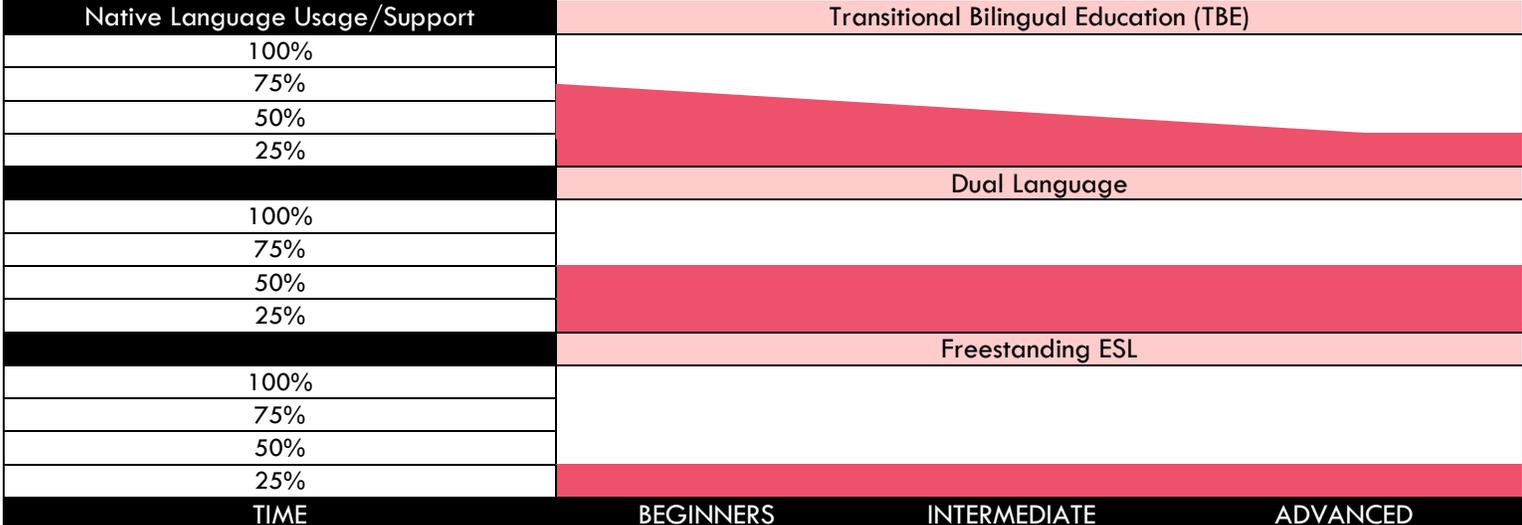
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

All targeted ELLs will receive Reading and Writing intervention during their daily Academic Enrichment class utilizing strategies from the MyOn Reading program, which is a robust, online platform that provide access to a growing collection of enhance digital books, connects students interest and reading levels to personalize reading, monitor and measure reading growth (English/Spanish). This program is able to precisely pinpoint a student's actual reading lexile level and provide teachers immediate assessment results and resource on relative skill base lessons. In addition, this program personalizes reading for each student through student interests, lexile level, a plethora of great online digital books and ends with results.

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

MS 203 utilizes the following datas such as the NYSESLAT data which shows a marked improvemnet in English language proficiency with the majority of students achieving the next proficiency. However, a minority of students have remained static in their achievement, and a few students' results have deteriorated; in the MS 203 12-13 Progress report out of the 76 ELLs 26% showed progress in Mathematics and out of the 63 ELLs that took the ELA State test 49% showed progressed as a tool to strategically implement programs that will support all ELLs. This information is utilized with all staff members during inquiry, ELA, Math and Science meeting in order to ensure that all staff members are aware of the subgroups and collaborate during the Professional Learning Community (PLC) and develop differentiated lesson plans that are aligned to the CCLS. The DRP reading assessment is administered 3 times a year (September, January and March) and the data is reviewed during the Monday's inquiry and instructional implications are discussed as well as an instructional action plan is developed.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL popultion. Specifically, students attend ESL class for a total of 360 minutes a week. In addition, a licensed ESL teacher co-teachers the Social Studies class in order to enfuse ESL strategies for a total of forty-five minutes a day (225 total minutes a week). Finally, the ELL students receive an Academic Enrichment period (Advisory) three times a week for thirty-five minutes ( 105 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

When it comes to scheduling students for school programs (either specialized or general) the only criteria weighed is that of being an active full time student. However, at the conception of any program offered by the school equal amounts of slots are designated for each subgroup. Advertisement and recruitment is done in the common areas of the school ensuring all students equal access to the information. It is only after the recruitment period has ended that a particular subgroup may end up with an extra amount of slots because of a lack of interest by members of a particular subgroup.

In addition, MS 203 implemented a school-wide program called Word Generation Program (an academic vocabulary program) and it is taught during the first 20 minutes of the each major content area class throughout the week utilizing the 5 targeted weekly vocabulary words. Students write an argumentative essay utilizing the academic target words every week related to the topic. A calendar is put together by the AP and assigned essays are assessed by the teacher utilizing an academic rubric and reviewed during inquiry time. Teachers evaluate the student writing especially the ELLs and discuss the strength and areas of improvement that students have and establishes an action plan for students such as ELLs or SWD additional support during the Advisory period.

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

Last year the school purchased from Curriculum Associates the math and ELA series entitled CAMS/STAMS and CARS/STARS, which are directly aligned to State Standards. This series is used in the Academic Enrichment classes and it is completely scripted for teachers and provides foundational reading, writing and math skills. This year we added the i-Ready Diagnostic online program which assesses students for areas of need and groups them according to those needs. Additionally, it provides teachers with a direct reference for where to find the mini lessons that address the needs in the CAMS/STAMS and CARS/STARS books. The combination of the workbooks and the online diagnostic not only meets the needs of providing intervention for the current ELLs but also provides continuing transitional support for our ELLs who have reached proficiency on the NYSESLAT because it is content-standard based.

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

During the 2012-2013 school year MS 203 had two ESL classes, one for the Beginner ELLs and one for the Intermediate ELLs and

both classes were taught by a certified ESL teacher. MS 203 had to discontinue one of the ESL classes due to the loss of student registration, which resulted in exceeding the second ESL teacher and collapsing the Intermediate ESL class. Since there are 9 ELLs with an intermediate level of the language proficiency according to the 2013 NYSESLAT results, MS 203 decided to have them be part of the ELA class along with the advanced ELLs and receive ESL during their Social Studies class. The rationale behind this decision is based on the increase of the language proficiency when comparing the results of advanced level between the 2012 NYSESLAT and the 2013 NYSESLAT. There were a total of 11 advanced level in the 2012 NYSESLAT and 21 total of advanced level in the 2013 NYSESLAT. The intermediate level students are expected to take the 2014 ELA state test and will be receiving the CCLS curriculum during ELA class and these students are monitored by the ESL teacher to see if they are able to manage the materials. In any case an intermediate level student is struggling with the ELA class they can be placed in the ESL class that is programmed simultaneously with the ELA class.

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

Similar to last year we will conduct a Saturday Academy (Start Date: October 19, 2013; End Date: May 3, 2014) with the focus on building literacy and math skills starting on October, 2013 and completing on May, 2013 for a total of 20 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 30 ELLs (21 Long-Term/9 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2013 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the DRP result. The students will also be assessed by the Destination Math technology based Program, which in turn will assign each student with their level of math abilities. There will be one certified teacher in Special Education (Ms. Allen) and one certified ESL teacher (Ms. Dapul) collaborating and co-teaching. Both teachers have QTEL training. Ms. Allen is able to manage the Destination Math program as well as implement Special Education strategies. Ms. Dapul will enhance the ELLs academic vocabulary utilizing the Word Generation/Social Studies Unit that is multicultural based. She will also implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy and math programs as a team and provide the students with academic success as well as social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological math program in both English and Spanish. Word Generation is a program that prepares students for complex texts that they will be encounter in middle school; students need targeted instruction in academic vocabulary and other features of academic language. Destination Math is a technology-based program for students in English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In addition, we targeted 15 students who have been in the country for less than 3 years and are at a Beginner level to be part of the Reader's Theater after school club program (Start Date: Friday, October 18, 2013; End Date: Friday, May 9, 2014). This class will meet twice a week after school for 1.5 hours for 15 weeks starting in October, 2013 from 2:45pm-4:15pm. The Reader's Theater program allows our newcomers to read a story aloud, like a play, without memorization, props or a stage. Newcomers will be assigned by the ESL teacher (Ms. Dapul) a character role and read their part with expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbook Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the same script allowing beginner and Intermediate ELLs to read the same story together. The main focus is to build reading fluency in English. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in listening and speaking in English. The certified ESL teachers (Ms. Dapul) will provide these students with additional ESL support utilizing materials such as a series of Ruth Heller World of Language, content base Oxford Picture Dictionary, Longman Dictionary for ELLs and access to a multicultural classroom library.

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

In order to facilitate the use of all purchased 21 century learning tools (Destination Math and Reading, MyOn, i-Ready, and Google docs) the school has purchased and made available to students and teachers the following instructional technology tools: SmartBoards, mobile laptop carts, interactive clickers, ipods, ipads, desktop computers in all classrooms, and a newly built computer lab.

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

All classes are taught in English however, students are provided with translated version of the textbook in math, science, and social studies as well as content-based classroom library in English and Spanish. With the exception of ELA students are provided with translated versions of state and city test materials. In addition, there are word-to-word translation dictionary (English-Spanish and

English-Arabic) in all the content-area classes.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
When purchasing materials the school seeks out and only purchases materials that are both age and instructionally appropriate. For example, the technology based programs appear to be complex in nature (appealing for our older ELLs) however, through the complexities of computer programming the information the students is exposed to is differentiated to match the students' academic and language levels. Additionally, these programs are grounded in nonfictional, high interest academic content that support the common core learning standards in an age appropriate manner.
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.  
The school conducted a student/parent orientation in August in order to welcome and familiarize the newly arrived and/or first time enrolled in an NYC school. The goal of the orientation was to inform students and parents of all the programs and opportunities that the school offers (during school, after school and Saturday intervention programs previously mentioned in this narrative).
18. What language electives are offered to ELLs?  
At present the school program does not allow for the offering of language electives as the additional resources are utilized to provide all of the ESL support as previously mentioned in this narrative.
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)?

MS 203 does not have a Dual Language Program.

### 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.

The entire school community received Professional Development through a school improvement DINI grant from Generation Ready sent two consultants to provide PD through an interactive co-teaching method from October through April for a total of 20 sessions in ELA and Mathematics. One of the first professional development that the administrative had the consultant provide was developing independent learners where teachers can incorporate independent learner strategies during their CCLS aligned instruction, which will encourage our students including the ELLs and SWD to take chances and work independently. This was a one day seminar that prepares teachers to meet the needs of all students including the ELLs and SWD. Our two consultants will continue to work with our teachers through an interactive co-teaching method to ELA and Math teachers with developing their knowledge and implementation teaching strategies of the research-based materials on developing independent learners.

07X203 will conduct 1.5 hours on Thursdays for a total of 6 sessions of Professional Development January-March (2 Thursdays per month) for teachers working in the Title III programs with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echvarria et al. This series of Professional Development will focus on Sheltered Instruction; Scaffolding and provide a basic understanding on building background of Content area for ELLs. During the professional development time the participants will read and discuss the various strategies on scaffolding and building background for ELLs. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold the content area subject through building background for the targeted population. Once everyone has a clear understanding of the strategies on scaffolding they will do inter-visitation to the participating staff and discuss each visit as a group. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 3:30pm-5:00pm (1.5 hours) for 6 PD sessions during the months of November 2012 and January 2013. The hope is that teachers will use Making Content Comprehensible for English Learners by Jana Echvarria et al. as a reference guide to prepare their daily lesson plans and help the targeted students comprehend the content through scaffolding.

Any Faculty conference and professional Development that is provided to the staff regarding ELLs support is recorded and maintained in a binder that is kept in the AP's office (room 337)

In order to allow teachers to collaborate common planning time is scheduled into their program, which provide for ESL teachers to be an active part of the decision making of the CCLS-Aligned curriculum maps for ELA as well as provide the ELA content teachers valuable information about what ESL strategies to be considered and discuss the best practice that benefit all learners including ELLs. The focus for all students at MS 203 is to prepare them for career and college ready. The Scholastic Code-X and CMP3 as well as the Engage NY are the resources that teachers utilizes to prepare all students including the subgroups with transitioning to the next high school and college. These mandated weekly meeting can also allow for teachers to have numerous opportunities to engage and develop CCLS-aligned curriculum that includes differentiation and entry points for all students including ELLs. The ESL/ELA teachers utilizes the CCLS-aligned curriculum, Scholastic Code-X and CMP3, and the planning required for high quality teaching and differentiated planning. All English Language Learners are held to the same high expectations as well as the rest of the school population that implements best teaching practices.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding. Also, the teachers have access to an English Language Learner report card rubric, which is design to include the ELL's language proficiency as part of the grade. It focuses on the following categories; work completed; mastery of content; group skills; English development; and growth and initiative. This rubric allows content teachers to grade the ELLs on the content ability as well as their language proficiency.

MS 203 has a bilingual social worker who is also the grade 8 high school articulation. She provides students and parents high school information in an orientation that was conducted in September as a beginning step of what role the parents have to take and the process that the students have to take. This orientation was done in English and Spanish. The bilingual social worker address all of the eighth grade students by scheduling classroom visits in order to provide the High School selection books in English and Spanish and explains how to use it as well as the High School application and explains how to fill it out. This is done in English and Spanish. She also informs students in English and Spanish the process of entering specialized schools that requires auditions and entry tests for all grade eight students including our ELLs.

## 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?

MS 203 bilingual Parent Coordinator is currently reaching out to various agencies and Community Based Organization. To date, she has partnered with the Continuing Adult Learning Center located at East Tremont for parents to receive their GED in English or Spanish as well as learning ESL and basic computer skill in order to assist their child with research projects or home work assignment that has to do with technology. In September the Parent Coordinator had a parent meeting to inform and offer the GED, ESL and computer classes. Families of ELL students are included in the school parent meeting as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator. Currently, the parent coordinator is partnering with Lincoln Medical center in order to provide information to all of the parents about health issues such as AIDS, HIV, and the effects of drug and alcohol abuse. Additionall, she is developing a partnership with the 40th pricint in order to address a school community concern on bullying and peer pressure and learn how to conduct peer-mediation for families. These services are provided in English and Spanish for the dominant language of our parents.

As part of the Title III program ELL parents are invited to attend workshops co-facilitated by students, 1 ESL staff and Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning and technology use of the internet base program Earobics Reach and Destination Math/Reading. The students' participation is integral to the parent outreach process. These meetings will be held on the last Saturday of each month starting December 2011 to March 2012. Also, the certified ESL teacher will facilitate the students' presentation and students will then present in the workshops in order for parents to learn about the structured programs their children are using. These workshops will be presented on a Smart-Board and will mainly be managed by the students. These workshops will be provided in English and in Spanish.

This is our fifth year with the 21 century state federal funded grant and it contains a parent component that is coordinated by the Leadership program. The parent component of the Leadership program focuses on bulding family series which is designed to help strengthen the bond between parents and their child's school; ehance parent/child relationship; and provide meaningful, informative, and fun workshops for parents' personal development and child's success. The program offers a total of 12 workshops in English and Spanish. Upon doing a parent survey that is administered in English and Spanish are based on the various topics that the Leadership program offers the focus for this years parent workshop is as follows: Cyber Safety, Gang Awareness, Fit for Life (teachers parent healthy eating habits), Footloose (parent and child learn to dance with a dance instructor), Academic success: What's your Child's Learning Style?, Tech tools for success (computer basics, Navigating the Internet, microsoft word and Excel), High School Search, Common cents: Managing your Finance, Power of One: Single Parenting, Arts and Craft (Parent/Child learn to make jewelry), and Painting (Parent/Child paint together) These workshops is offered throughout the year and begins in November and are offered in English and Spanish.

## 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: Middle School 203**

**School DBN: 07X203**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/10/13
	Assistant Principal		12/10/13
	Parent Coordinator		12/10/13
	ESL Teacher		12/10/13
	Parent		12/10/13
	Teacher/Subject Area		12/10/13
	Teacher/Subject Area		12/10/13
	Coach		12/10/13
	Coach		12/10/13
	Guidance Counselor		12/10/13
	Network Leader		12/10/13
	Other _____		1/1/01

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

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

DBN: **07X203**

School Name: **Middle School 203**

Cluster: **613**

Network: **CFN613**

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

**Part A: Needs Assessment Findings**

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

According to enrollment data 70.4% of the student population is Hispanic with 26.0% as English Language Learners. Spanish is the primary language spoken in many of those homes. Upon enrollment parents complete a Home Language Identification Survey. Parents upon enrollment wherever available meet with the Parent Coordinator. This information is also recorded on emergency card information as well as in ATS. Given this information and data there is always a need for an oral translator in the main office as well as translated written material that is sent home to parents.

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

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

## Part B: Strategies and Activities

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

written translation documents are produced by the Parent Coordinator. Where needed if language interpretation is required in another language the Parent Coordinator will contact the Network or the Language Interpretation Office to insure documents are available to parents in a timely manner. Per Chancellor's Regulation A663 MS 203 will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

MS 203 will post a sign in the main office and Parent Coordinators office indicating the availability of interpretation services.

MS 203's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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.

Oral translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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

All information to parents is forwarded in English and Spanish. Upon enrollment at MS 203, parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of that parent.



## **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: 203	DBN: 07X203
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 22	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

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

6   7   8   9   10   11   12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: At MS203 we currently have 22 ELL students in grade 8 who receive stand alone ESL instruction (3 Beginner, 8 Intermediate, 7 Advance and 4 Proficient). There is one certified ESL teachers who provide ESL instruction for all the ELLs. This year the certified ESL teacher is providing ESL for the Beginning/Intermediate/Advanced level ELL students (Push-In/Co-Teaching Model) according to their 2014 NYSESLAT results. The ELL students are receiving ESL/ELA during their normal schedule through the Co-Teaching model where the ESL teacher collaborates and co-teaches with the ELA content-area teacher utilizing the Scholastic Code-X curriculum. In addition, all language proficiency level ELLs receives ESL during Social Studies classes using a collaborative Co-Teaching approach, which the certified ESL teacher works collaboratively with the certified content area (SS) teacher in the classroom. The collaborating teachers follow a balanced literacy approach utilizing Holt McDougal CCLS-aligned Literature and United States History, which includes modified materials for the ELL students while using appropriate scaffolding strategies as well as differentiated materials such as visuals, articles, and word-to-word translated dictionary for Social Studies. Also, the certified ESL teachers also provide ESL through utilizing the Push-In model for all the other ELLs.

07X203 will conduct one Title III supplemental instructional activity.

Similar to last year we will conduct a Saturday Academy (Start Date: November 8, 2014; End Date: March 14, 2015) with the focus on building literacy and math skills starting on November 8, 2014 and completing on March, 2015 for a total of 15 weeks. The session times are 9:00am to 12:00pm. 07X203 will target 20 ELLs (3 Special Education) students who have scored at the beginning and intermediate level in the reading and writing category according to the 2014 NYSESLAT test results. Students will be grouped based upon the reading assessment provided by the DRP result. The students will also be assessed by the MIND Math technology based Program, which in turn will assign each student with their level of math abilities. There will be one certified teacher in Science (Ms. Garcia) and one certified ESL teacher (Ms. Dapul) collaborating and co-teaching. Both teachers have QTEL training. Ms. Garcia is able to manage the MIND Math program and her expertise on Science and Lab experiments. Ms. Dapul will enhance the ELLs academic vocabulary utilizing the Word Generation/Science Unit that is multicultural based. She will also implement ESL methodologies in order to make the content comprehensible for the ELLs. Both teachers will plan lessons and manage the literacy (science) and math programs as a team

## Part B: Direct Instruction Supplemental Program Information

and provide the students with academic success as well as social and emotional support.

The students will have access to the SmartBoard and laptops in order to access the technological math program in both English and Spanish. Word Generation is a program that prepares students for complex texts that they will be encounter in middle school, students need targeted instruction in academic vocabulary and other features of academic language. MIND Math is a technology-based program that provides students visually-based Spacial Temporal Math (ST), which engage all students in the strategic and creative thinking that guides the new Common Core State Standards for Math. Through visual Kinesthetic online manipulative games. This approach will enable ELL students to develop long-term problem-solving skills and deep conceptual understanding of mathematics with strong connections between concepts and across 6-8 grades. The MIND program will also maintain interest and motivation.

MS 203 is fortunate to continue our last year Reader's Theater club (Wednesdays and Friday, 2:40pm-4:40pm) for ELLs with less than 3 years in the NYC school system. We targeted 10 students who have been in the country for less than 3 years and are at a Beginner-Advance level to be part of the Reader's Theater after school club program (Start Date: Friday, October 17, 2014; End Date: Friday, May 15, 2015). This class will meet twice a week after school for 2 hours for 15 weeks starting in October, 2014 from 2:40pm-4:40pm. The Reader's Theater program allows our 0-3 years ELLs to read a story aloud, like a play, without memorization, props or a stage. ELLs will be assigned by the ESL teacher (Ms. Dapul) a character role and read their part with expression, meaning and enthusiasm. The plays inherently come with built-in strategies to help students read better. The acting out of story dialogue compels readers to work more closely with the text to interpret and project meaning into the experience. The playbook Reader's Theater stories are unique because each character's dialogue is presented in a different color throughout the story and more importantly, the roles are written at different reading levels. In other words, the book has easier and harder roles within the the same script allowing beginner, Intermediate and Advance ELLs to read the same story together. In addition to the Readers Theater playbooks, the ESL teacher will include stories from the Scholastic-Code X program as an extention to what the ELLs are learning during the school day. The ESL teacher will convert the stories into a play. The main focus is to build reading fluency in English and access to the CCLS curriculum during the school day. This will also create a safe environment where all ELLs regardless of their language proficiency build capacity in reading, listening and speaking in English.

The certified ESL teachers (Ms. Dapul) will provide these students with additional ESL support utilizing materials such as the grade 8 Scholastic Code-X novel, content base Oxford Picture Dictionary, Longman Dictionary for ELLs , Visual presentation through the use of the Smart-Board and access to a multicultural classroom library.

## Part C: Professional Development

## Part C: Professional Development

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

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

Begin description here: 07X203 will conduct 1.5 hours on Tuesdays twice a month for teachers working in the Title III program for a total of 6 sessions of Professional Development for teachers working with ELLs utilizing the resources of Word Generation, a vocabulary program, that provide Language Acquisition strategies that can be used during Word Generation. 07X203 is part of the Middle School Quality Initiative (MSQI) on building Literacy Comprehension. There are 26 identified Language Acquisition strategies that teachers can implement into their lesson that will assist students especially ELLs to learn the 5 targeted academic vocabulary words every week. Some examples of the language acquisition strategies are Display Focus words; Use meaningful examples; Highlight polysemy; word relationships, word association, etc... During the professional development time teachers will collaborate and Scaffold various vocabulary (language acquisition) strategies during the Word Generation program and into their daily lesson plan. Teachers will bring in a lesson plan they have already done and work together to discuss and write up ways they can scaffold building the targeted academic vocabulary words utilizing a focused Language Acquisition strategy during the first session and come back and reflect by looking at the relevant student work. The participating teachers and a license supervisor (conducting the professional Development) will be paid per session rate from 4:00pm-5:30pm (1.5 hours) for 6 PD sessions during the months of November 2014 and January 2015. The hope is that teachers will incorporate the Language Acquisition strategies into their daily lesson and build on their students academic vocabulary words including our ELLs.

Session 1: Display focus words/Use Meaningful example

Rationale: Explicit instruction for ELLs

Date: 12/09/14

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL and Science Teacher

Session 2: Lesson Planing & Incorporating Cognates

Rationale: Helping our Spanish speaking ELLs with the Vocabulary

Date: 12/16/14

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL, Science and Math Teachers

Session 3: Word association

Rationale: to increase usage of vocabulary words for ELLs

Date: 01/06/15

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teacher

Session 4: Word Relationships

Rationale: To assist ELLs on connecting various vocabulary words

### Part C: Professional Development

Date: 01/20/15

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

Session 5: Creative Writing

Rationale: To promote ELLs to use several target words in their writing

Date: 02/10/15

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

Session 6: Creating Writing Scoring

Rationale: Looking at student writing and determine implication on instruction

Date: 02/24/15

Time: 4:00pm-5:30pm

Facilitator: Sanabria

Audience: ESL/Science Teachers

### 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: MS 203 is a school that believes in home-school connections/partnerships. This year MS 203 will provide the following:

- Parent Engagement co-facilitated by students, 1 ESL staff and Bilingual Parent Coordinator (outreach via phone, email and school letter) on activities related to the academic learning of the students with Word Generation Science Unit and technology use of the internet base program MIND Math. These programs have a parent component that is available in English and Spanish. The students' participation is integral to the parent outreach process. These meetings will be held on the Last Saturday of each month (January 31, February 21, and March 28) starting January 2015 to March 2015.

Session 1: Word Generation Science Unit Rationale: Students will present what they learned in the Science Unit Date: 01/31/15 Time: 10:00am-11:00am Facilitators: Staff & Students Audience: Parents

Session 2: Mind Math Program Rationale: Students will present what they learned in Math Date: 02/21/15 Time: 10:00am-12:00pm Facilitators: Staff & Students Audience: Parents

Session 3: Science & Math Fair Rationale: Students will present their End of Program Projects Date:

**Part D: Parental Engagement Activities**

03/28/15 Time: 9:30am-12:00pm Facilitators: Staff & Students Audience: Parents

- The certified ESL teacher will facilitate the students’ presentation and students will then present to their parents what they are learning in order for parents to learn about the academic structure that the programs provide their children. These parent engagement will be presented via Power-Point on a Smart-Board and will mainly be managed by the students. This parent component will be at no cost to the Title III program.

**Part E: Budget**

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

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

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

