

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09x232

School Name:

THE ALEXANDER MACOMB'S MIDDLE SCHOOL

Principal:

NEIFI ACOSTA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 09x232
School Type: In Good Standing Grades Served: 6-8
School Address: 1700 Macombs Road Bronx, NY 10453
Phone Number: 718-583-7007 Fax: 718-583-4864
School Contact Person: Desiree Resto Email Address: Dresto2@schools.nyc.gov
Principal: Neifi Acosta
UFT Chapter Leader: Inez Johnson
Parents' Association President: Tawana Avery
SLT Chairperson: Inez Johnson
Student Representative(s): NA

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 450 St. Paul's Place Bronx, NY 10456 Room 204
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 534 Network Leader: Ben Waxman

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Neifi Acosta	*Principal or Designee	
Inez Johnson	*UFT Chapter Leader or Designee	
Tawana Avery	*PA/PTA President or Designated Co-President	
Dorothy Ostuni	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	
Rosalba Moran	Member/ Parent	
Evelyn DeLosSantos	Member/ Parent	
Maria Vidal	Member/ Parent	
Erika Enriquez	Member/ Teacher	
Jonathan Khoury	Member/ Teacher	
Timothy Petropoulos	Member/ Teacher	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Middle School 232 is located at 1700 Macombs Road which is in the University Heights section of the Bronx. This school thrives in a building that is almost 90 years old and in its history, has undergone few cosmetic changes to the original edifice. Today, MS 232 does not thrive alone. For the past 11 years, the building has been shared with Middle School 303, which is located on the top floor. And 5 years ago, there was an addition to the school community with a high school, The Academy for Language and Technology, that now occupies the fourth floor.

Being that this school building has existed in this area for nearly 90 years, there is a clear relationship between the school and the surrounding community. One of the longest standing relationships is that of the school and Morris Heights Health Center. This health center is located on the second floor and affords students and parents to luxury of a full service clinic staffed by a licensed Nurse Practitioner and nurses' assistant.

Throughout the years, MS 232 has often made it a top priority to involve community organizations that enhance the lives of our students and families in the neighborhood. Bridging the gap between school and community is essential as many of our students belong to working class families as well as those struggling to "make ends meet".

Vision Statement

The entire Middle School 232 school community strives to create an environment that is warm, positive, safe and promotes the intellectual and developmental needs and characteristics of young adolescents. To assist us in creating this environment we involve all constituencies to include, students, parents, **all** staff members, and various members of the neighboring community.

Here, at MS 232, we prioritize teamwork, respect and understanding among all school community members. All constituencies will be both individually and collectively responsible for the education and personal development of every student. This priority is set in order to ensure that academic achievement remains the focus and goal of all school efforts. Celebrations of student achievements will be our marker of success.

Mission Statement

"Always aim high with a passion" is the creed by which MS 232 lives by. Through extensive work with teachers, all students will recognize their efforts as steps to be taken to achieve academic success. All students will continue to be challenged in order to become active participants in acquiring the skills necessary to improve their lives and ultimately their community. Students will use peer-teaching on a weekly basis as a means of fostering academics and promoting social interactions.

To support these efforts, MS 232 will institute programs that will enhance the instructional program and foster student creativity. The instructional program will be challenging, rigorous and purposeful. Most importantly the instructional program will be designed in a way to meet the academic needs of middle-level aged students. These programs will be structured to ensure that our middle school students are prepared for high school, college and beyond. Teachers at MS 232 will continually model the various ways of how to learn so that students will have multiple entry points towards gaining understanding. This is all done as a means to reach each and every student individually as well as develop the whole child intellectually and academically, personally and socially, physically, emotionally and ethically.

Small professional learning communities will be instituted as a means of fostering greater levels of collaboration among staff members. With the greater purpose focused on instructing young adolescents and providing them with an educational program that is comprehensive, challenging, purposeful, integrated, relevant and standards based; community members will develop the support needed to ensure that all students reach high levels of success.

To further address each student's individual needs, ongoing data analysis will be a primary focus. Every student body member will know what they need to work on academically in order to continue to "aim high with a passion!" This effort will be further enhanced by inviting the parents to participate in their child's learning.

MS 232 is committed to the notion of teamwork. Collaboration amongst all constituencies will allow MS 232 to be transformed to a school where all students are performing at proficiency levels. We will accept no less.

Challenges for the school include meeting the academic needs of the newly arrived students who often times are not performing on grade level in their native language. The school continues to support this need by tailoring after school programs at the onset of their arrival.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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 identified need that generated this goal is that over the course of 5 years, although adequate progress has been made, the vast majority of the students of MS 232 have not demonstrated proficiency as measured by the NYS ELA Exam, the NYC Progress tools and the State Differentiated Accountability report.

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

By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

To improve achievement in ELA for all students, including ELLs and SWDs, the following professional development activities will be offered to improve teacher effectiveness in delivering instruction:

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teacher programs will work in grade teams to analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.	All teachers	Weekly September 2014- June 2015	Principal, Assistant Principals, Teachers
Network special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.	SE Teachers and classroom of SWD students	September 2014-June 2015	Network instructional support specialist, SWD teachers, classroom teachers
Network instructional support specialist, SWD teachers, classroom teachers	ESL teachers and Classroom	September 2014-June	CAL, ESL and classroom teachers

	teachers of ELL students	2015	
Parent involvement programs will include “Literacy Nights” and “Parents as Partners in learning” to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating children.	Parents/Guardians of SWDs, ELLs and other at-risk students	October 2014-June 2015	Administrators, Teachers and a local CBO

Part 4 – Resources Needed

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

- Master schedule programming to allow common planning time for all teachers or use of “other professional work period”
- Network SWD staff to provide professional development
- Funding for vendor to provide SLOP training
- Funding for partner to provide parent outreach programming

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

1. Administrative observation of implementation of differentiation of instruction for ELLs, SWDs and at-risk students in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Increased attendance at parent and family programs

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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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.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 identified need that generated this goal is that over the course of 5 years, although the numbers of level 5 violations have decreased, the school feels the need to apply more preventative measures as a means of deterring any violations to the discipline code.

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

By June 2015, the school will see a 10% decrease in the number of violations to the discipline code as measured from the previous year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The APs will conduct monthly assemblies to discuss trends noticed within the school in terms of violations to the discipline code (e.g. bullying and intimidating behavior.)	All students	December 2014-June 2015	Teachers and APs
Teachers will be trained in facilitating peer mediation for students in an effort to deter incidents.	Teachers	January 2015- June 2015	APs, Guidance Counselors, Outside agencies
Surveys will be distributed to the students at various points of the year in an effort to uncover any underlying not spoken issues so that they too might be addressed.	Students	January 2015- June 2015	APs

Part 4 – Resources Needed

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

- Master schedule programming to allow planning of assemblies
- Funding for teachers for training

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

The administration will use the information provided in the online reporting system to ascertain the number of infractions.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 identified need has been cited based on teacher feedback and the observations of the administrative team. A careful comparison has been made between the aforementioned and student outcomes.

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

By June 2015 the school will see improved teacher effectiveness as measured by the rated components in Advance by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence through a shared vision and Professional Development.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
1. Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.	Teachers	September 2014-June 2015	Principal and Assistant Principals, Network Consultants
2. Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework	Teachers	September 2014-June 2015	Principal and Assistant Principals, Network Consultants
3. Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session. The growth plan will emphasis customized areas of Professional Development and will include intervisitations.	Teachers	September 2014-June 2015	Principal and Assistant Principals, Network Consultants

4. School administrators will be involved in professional conversations and professional development supported by the Net Teacher Center initiative that will allow them to better support their teachers in clarifying expectations.	Teachers	September 2014-June 2015	Principal and Assistant Principals Network Consultants
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Part 4 – Resources Needed

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

- Master Program to schedule meetings
- Funding to support Professional Development sessions and for coverages

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.

	Tax Levy		Title I Basic	X	Title IIA		Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Each teacher will have an additional mid-year conference to assess progress that has been made, areas of highly effective and areas in need of improvement. As a result of that conversation the professional growth plan will be reassessed.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

Through previous conversations with teachers and the administration feels that as a school community other than academic needs there needs to be awareness of underlying root causes that may impact students’ ability to learn.

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

By June 2015 the Principal/ Assistant Principal will conduct a minimum of 5 PD sessions on Mondays focused solely on the social-emotional support that drives student achievement that will result in a 5%- 10% decrease in the number of behavioral incidents reported.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The Principal/ Assistant Principal will conduct the first session based on over 25 years of education experience at the middle level.	Teachers, Guidance Counselors, Paraprofessionals	October 2014- June 2015	Principal, Assistant Principals
Teachers, Paraprofessionals and Guidance Department will engage periodically in the viewing of documentaries such as Too Important to Fail and High Poverty High Performing Schools	Teachers, Guidance Counselors, Paraprofessionals	October 2014- June 2015	Principal, Assistant Principals
Teachers, Paraprofessionals and Guidance Department will be split up into groups and engage in action research project on the topic of social-emotional support that drives student achievement.	Teachers, Guidance Counselors, Paraprofessionals	October 2014- June 2015	Principal, Assistant Principals

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Part 4 – Resources Needed

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

- Literature on social-emotional support that drives student achievement
- Documentaries- Too Important to Fail, High Poverty High Performing Schools

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		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

After the third PD on the topic the staff will engage in the action research project and after they present it to their colleagues based on the rubric the administration will confer to assess whether there is a shared consensus.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 demographics that this school serves is one of 47% English Language Learners with 80% Latino students. With this in mind the vast majority of households do not speak English and/or are newly arrived to this country in poor socioeconomic standing.

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

By June 2015, the school will host a minimum of 5 events where families and the entire community are welcomed. The success of the events will be measured by number of attendees and surveys.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The school will partner with the neighborhood elementary school and invite them to participate in an enriched math prep program geared towards pre-algebra.	5 th grade students	October 2014- June 2015	Teachers, Principals
The school staff will host Community Service Dinners and food drives at key points throughout the year that will be open not only to the parents and students but to the entire community	Entire School Community	November 2014- June 2015	Entire School Community
The school will develop a Young Girls Leadership group that will work towards identifying a community based project	15-20 girls grade 6-8	November 2014- June 2015	Guidance Counselor, local CBO

Part 4 – Resources Needed

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

adjustments, etc.
Funding for per session for Guidance Counselor

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.									
	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
After each event key personnel in the staff (i.e. APs, Principal, UFT Rep. Guidance Counselor, SLT Teachers) will convene to discuss the successes of the events or identify areas in need of improvement.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS Scores, teacher referral based on class work	Repeated readings, Skill by Skill lessons	Small Group	During the school day and after school
Mathematics	NYS Scores, teacher referral based on class work	Skill by Skill lessons, Curriculum based lessons re-teach Targeted mathematics intervention program from teacher created materials where as each skill/strategy is taught student progress is immediately assessed	Small Group	During the school day and after school
Science	NYS Scores, teacher referral based on class work	Re-teach of learning not aquired	Small Group	During the school day
Social Studies	NYS Scores, teacher referral based on class work	Re-teach of learning not aquired	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, Administrative observations	Counseling for behavior modification, referral for at-risk behaviors	small group, one-on-one sessions	During the school day and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

- The entire Administrative Cabinet will interview all prospective candidates.
- Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.
- Teaching license requirements will be assured and closely monitored.
- Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.
- Assign teachers accordingly based on their certification.
- Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.
- Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.

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).

- All teachers will have weekly planning sessions as part of their "other professional work" time. The focus of these sessions will be centered on the CCSS
- The school will have three staff retreats this year designed on CCSS instructional strategies.
- The administration will encourage each teacher to seek out professional development opportunities and use that information to turn-key for their colleagues

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in weekly planning sessions where assessments are collaboratively developed and ensured that they are CCSS aligned in all of the content areas.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	510,684	x	18
Title I School Improvement 1003(a)	Federal	100,000	x	18
Title I Priority and Focus School Improvement Funds	Federal	N/A		

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**Explanation/Background:**

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

Section 8: 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 CEP 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.

Parent Involvement Policy (PIP) Template

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. **[The Alexander Macomb's Middle School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[The Alexander Macomb's Middle School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 9	Borough Bronx	School Number 232
School Name Middle School 232		

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 Neifi J. Acosta	Assistant Principal Desiree Resto
Coach type here	Coach type here
ESL Teacher Daniel Mejia	Guidance Counselor Carmen Irrizary
Teacher/Subject Area Carmen Marrero/ Bilingual ELA	Parent type here
Teacher/Subject Area Danilo Pena / Bilingual Math	Parent Coordinator Erika Enriquez
Related Service Provider Rosemary Caban	Other Angelica Lagares/ Bil. Coordin
Network Leader(Only if working with the LAP team) Ben Waxman	Other Sharlimet Cuesta/Fam. Worker

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	542	Total number of ELLs	207	ELLs as share of total student population (%)	38.19%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	150	ELL Students with Disabilities	30
SIFE	62	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	25

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	134	54	6	7	1	1	1	0		142
Dual Language										0
ESL	16	3	7	25	1	13	24	1	12	65

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	150	57	13	32	2	14	25	1	12	207
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	48	60					142
SELECT ONE														0
SELECT ONE other														0
TOTAL	0	0	0	0	0	0	34	48	60	0	0	0	0	142

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	19	21					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							3		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3	1					4
TOTAL	0	0	0	0	0	0	20	22	23	0	0	0	0	65

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)							19	33	44					96
Intermediate(I)							11	18	22					51
Advanced (A)							24	19	17					60
Total	0	0	0	0	0	0	54	70	83	0	0	0	0	207

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							16	19	31				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							4	10	15				
	A							16	21	23				
	P							9	10	7				
READING/ WRITING	B							23	21	37				
	I							10	13	21				
	A							11	19	16				
	P							1	4	2				

NYS ELA

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								
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.

Paste response to questions here:

- Assessment Tools to Assess Early Literacy Skills

- The Development Reading Assessment (DRA): Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.
 - LAB-R (Language Arts Battery - Revised): This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given only one time, and within 10 days upon admission into the New York State Public School System. It determines the English proficiency in reading, writing, speaking, and listening.
 - LAB Spanish : This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine Spanish language proficiency in reading, writing, speaking, and listening. The assessment is administered only one time, and its administered during the same time period as the LAB-R.
 - We also assess students with the NYSESLAT as well as Predictive Assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
The Data Reveals
- Most of our newcomer students arrive with a beginning level of English proficiency.
 - 46% of our ELLs are at a beginning level of English proficiency since most have been in the US for less than a year.
 - More students are at beginning and advanced levels of English proficiency in listening and speaking.
 - More 6 and 7th grade ELLs are at a proficient level of listening and speaking compared to the 8th grade.
 - 33% of 7th graders are at an advanced level of proficiency in reading and writing.
 - Only 3% of all ELLs are proficient in reading and writing and 13% in listening and speaking.
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](#))
Paste response to question here: The students in the bilingual classes are administered the reading, writing, and listening portions of the NYSESLAT by a certified teacher. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.
- Patterns across NYSESLAT modalities affect teachers' instruction because they know the areas of weakness for each child in their class. The information about AMAQ is used to see which goals were met according to the NYSESLAT modalities. The AMAQ allows the teacher to see the student's individual progress in learning English and attaining English language proficiency throughout the years. Therefore, they can group students accordingly, differentiate instruction and use teaching strategies that will focus on the use of the modality in which each group scored the lowest.
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?
- Paste response to questions here:
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](#).)
Paste response to question here: MS 232 uses data to guide instruction because students are grouped based on their ELA test levels as well as their LAB-R and NYSESLAT proficiency levels. This way teachers can differentiate instruction within each class and for each proficiency leveled group. Teachers are able to target specific CCLS and language objectives obtained from the data analysis. The LAB data also allows instructors to see the areas of strength and weaknesses in the child's native language therefore being able to target the areas of weakness in their home language. This way, strengthening their home language skills will allow for them to transfer these skills to the acquisition of the second language.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
- a. ELA and ESL teachers include language objectives as part of their daily lessons.
 - b. During extended day all ELLs use the American Reading Company Common Core Exemplar Pack in conjunction with a leveled Research library which provides both rigor and differentiated instruction.
 - c. Curriculum and materials are chosen that allow daily English practice through Reading, Writing, and accountability talks.
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?

Paste response to questions here:

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

Paste response to question here: We have various ways of evaluating the success of our program: checking to see if ELLs have met the AYP and AMAO; did they test out or moved up a proficiency level in the NYSESLAT; did ELLs move up a level and/or scale score in the NYS ELA and Math exams; and did they meet objectives for this school year.

Evaluate the Success of the Program through the use of qualitative and quantitative assessment to check students' learning.

- a) Qualitative assessment: Peer teaching accountable talk (Friday), Think aloud, conferencing, observation, writing pieces, exit slips
- b) Quantitative assessment: Weekly quizzes, monthly tests, Periodic Assessments, NYSESLAT, ELA test

Part IV: ELL Identification Process

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

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

Initial Identification

a.-Screening- Upon enrollment, the Bilingual Coordinator gives the parent or guardian of ELLs a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when ELLs and their parents first arrive. The survey has questions to identify the ELL's home language and preferred language. If the home language is English and student's only language is English then student is not identified as an ELL/LEP. If a language "other than English" is chosen in survey then an informal interview takes place.

-The Bilingual Coordinator, or a certified teacher who speaks the student's home language, determines whether the student is or is not LEP by conducting an informal interview to parents and students in their native language and in English. This interview also serves to make an initial determination of the student's home language. If a language other than English is not identified then he/she is not LEP and should be placed in a monolingual class.

-Initial Assessment- If the student speaks a language other than English and student speaks little or no English then the Language Assessment Battery-Revised (LAB-R) is administered by the Bilingual Coordinator within 10 days of student enrollment. This test assesses the English proficiency in reading, writing, speaking and listening. Students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. If the student language dominance is in Spanish he/she will be placed in a bilingual class. If the student speaks another language then he/she is placed in a monolingual class where he/she will be pulled out by an ESL teacher. After the LAB-R answer documents are hand-scored, the Bilingual Coordinator analyzes the results of the LAB-R and determines whether or not a student qualifies for ESL or bilingual services. The student is placed in either a bilingual class or a monolingual class where the student will be pulled out for ESL services. If the child scores at or above proficiency level he/she is placed in a general education class and parents are mailed a Non-entitlement letter. The LAB-R answer documents are then submitted for machine scoring on September 27, October 25, November 22, December 19, and January 31. Beginning February 1, 2014, all schools will administer the NYSITELL and the LAB R will no longer be used.

- b. Pedagogues Involved in initial screening, administering LAB, and parent orientation

Ms. Angelica Lagares is the Bilingual Coordinator and a certified teacher who administers the LAB-R and/or Spanish LAB within 10 days of initial enrollment if a student has a home language other than English. The initial screening and interview are done by the Bilingual Coordinator if the child's home language is Spanish. The following initial interviews are conducted by Ms. Lagares and translated by these pedagogues: Italian by Ms. Loparo; Twi, Ga, Nzima, and French by Mrs. Yamoah.

c.LEP students are tested annually during the Spring with the NYSESLAT in order to determine their level of English proficiency. If the student scores at the beginning, intermediate or advanced level he/she is still considered an LEP and must continue to receive ELL services. If the student scores a proficient level then he/she is no longer considered an LEP and must enter the general education program but for two years he/she continues to be eligible for ELL services. The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified teacher. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

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.
Notifying Parents -

During the initial enrollment, parents have a one-to-one meeting with the Bilingual Coordinator, and translator if home language is other than Spanish, where they are informed of the two program choices Transitional Bilingual (Spanish) and Freestanding ESL. Each service option is explained verbally and they are given an ELL Parent Brochure in their home language that furthermore explains both programs offered at the schools. Parents are also informed that the student will be placed in an age appropriate class for no longer than ten days until services are identified. They are explained that the student will be administered the LAB-R within 10 days in order to determine if he/she qualifies for ESL or bilingual services. If their home language is Spanish they are told that their child will receive the Spanish LAB. They are also notified of the upcoming Parent-Orientation session they must attend to in order to choose

After the LAB-R is hand-scored by the Bilingual Coordinator, within one day of taking the exam, the parents are called and notified of their child's eligibility for services, reminded of the service options, and of the Parent-Orientation session that will be conducted within 3 business days of that phone call. An entitlement letter in their home language is sent home via mail and given to the child to hand in to parent. Parent-orientation sessions take place using translated brochures and DVDs that have been provided by the Office of ELLs for parents who speak a language other than English. Since we have 207 ELLs at MS 232 and many more are enrolled throughout the year many times we hold group orientation sessions for the ELL parents.

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 [\[see tool kit\]](#).)
Distribution of forms

Before sending out the entitlement letter in their home language, parents are called and informed that they'll be receiving such document via mail and through child. Then translated entitlement letters are mailed out and given to the child to hand in to the parent. The day of the Parent-Orientation session, the school family worker Mrs. Sharlimet Cuesta or parent coordinator, Erika Enriquez, calls the parent(s) to remind them of the meeting taking place that day. In preparing for the meeting, the Bilingual Coordinators assures that she has obtained all translated departmental materials (DVDs, brochures, Parent Survey and Program Selection form, agenda) by the Translating and Interpretation Unit, including interpretations services if the home language is not spoken by a staff member in house. At the meeting, the Bilingual Coordinator re-explains the program choices offered at MS 232 in Spanish and/or English. If the session being held is for a non-English speaking parent(s), then a translator in parents' home language is made available. They are made aware of the mandated number of units of support for ELLs according to their score in the LAB-R. At this meeting they are also made aware of the two bilingual classes offered per grade, one being Spanish dominant (beginning to low intermediate proficiency) and the other English dominant (high intermediate to advance proficiency). They are shown the parent orientation DVD in their home language, departmental materials are made available in their home language, and they have the opportunity of asking questions regarding the different programs available. They are given the translated parent survey and program selection form which they complete on site and is handed to the Bilingual Coordinator. It is explained that if they don't return this form, their child will be placed in a TBE program as per CRPart 154. If the parent needs to take the form home to discuss it with another person, he/she must be responsible for returning it by the following business day in person.

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.

Identified ELL students

Once an ELL is identified and their English proficiency level has been determined based on the score obtained on the LAB-R assessment, the ELL parent is informed of their child's eligibility for ELL services through phone conversation, translated entitlement letter, and parent orientation session. At the orientation ELL parents select one of the two program choices offered at MS 232, TBE in Spanish or Freestanding ESL. They are made aware in their home language of the mandated number of units of support for ELLs in general education classes receiving ESL. They are also informed of the two bilingual classes per grade if their choice is TBE. The explanation of program choices offered as well as translated departmental materials are provided in the ELL parents home language.

-TBE- If the ELLs home language is Spanish and the parent's program choice in the selection form is TBE, the child is either placed in one of two bilingual classes. There are seven bilingual classes: two per grade 6-8 and one bridge 7-8 grade special education bilingual. If the ELL scores at a beginning to low intermediate English proficiency level in the LAB-R he/she will be placed in the bilingual class at his grade level with students at the same or similar English proficiency level. This we refer to as our Spanish dominant bilingual classes. If the ELL scores at a high intermediate to advanced proficiency level in the LAB-R then this child will be placed in the bilingual class at their grade level with students of same or similar English proficiency level. This we refer to as our English dominant bilingual classes. If a 7 or 8th grade ELL has been evaluated, identified as learning disabled, and their IEP indicates they need to be in a bilingual special education class, they are placed in the bridge 7-8 grade bilingual special education class. If the ELL identified as learning disabled is in the 6th grade and requires a special education bilingual class as per their IEP, the parent is referred to a school that offers the services needed since we are unable to provide them.

- ESL Pull-out Program- If the ELL parent's program choice in the selection form is Freestanding ESL, the child is placed in a general education class with ESL instruction as mandated under CR Part 154. Students spend part of the school day in a mainstream classroom where they receive all academic instruction in English with ESL methodologies used in the content areas. ESL students are pulled out for a portion of each day by a full-time licensed ESL teacher, Mr. Daniel Mejia, in order to receive small group instruction (6-9 ELLs) in English as a second language. The amount of time ESL students receive ESL-pull out instruction varies according to their level of English proficiency. The pull-out program also serves to reinforce the curriculum of the classroom teacher(s). The mandated number of units of support for ELLs depends on the English proficiency level scored in the LAB-R assessment. If the child is at a beginning or intermediate levels of English proficiency as per the LAB-R assessment, the ELLs must receive 360 minutes per week of ESL instruction by a certified ESL teacher. If the child is at an advanced level of English proficiency as per LAB-R assessment, the ELLs must receive 180 minutes per week of ESL instruction by a certified ESL teacher. The certified teacher pulls out a small group of 6-9 ELLs in order to teach them the necessary ESL skills to succeed in the classroom and enhance their English language proficiency.

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.

Paste response to question here: A testing schedule is created for the months of April and May. ELLs eligible for NYSESLAT testing are obtaining from the RLER and RLAT ATS reports. All teachers are provided with the schedule of testing dates and times for each grade level as well as a list of eligible ELLs that are to be pulled out of class for each component of the test.

The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified bilingual teacher in their classroom. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. They are tested by the ESL teachers, Mr. Daniel Mejia and Ms. Angelica Lagares. The speaking portion for all ELLs is done by the Bilingual Coordinator, Ms. Angelica Lagares (who is a certified ESL teacher), and a certified bilingual teacher, Ms. Carmen Marrero. The reading, writing, and listening are done on different dates.

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. 
- Trend in program choices

After reviewing the Parent Survey and Program Selection forms for the past five years, the trend in program choices that parents have selected has changed throughout the years. More parents whose home language was Spanish selected to have their child in bilingual classes since we offer two classes per grade. Due to the ELL population surge, we had to create a bridge bilingual special education class. As a result of such an increase in parent choice, during the last four years the average bilingual class size has increased from 15 students to 30 students. This year alone, 69% of parents whose home language was Spanish selected to have

their child in a TBE program. The graph below indicates the increase of ELLs in the last 5 (excluding 2012-2013) years as well as the increase of ELL parents whose home language was Spanish that selected the TBE as the program of choice.

Year	# of ELLs	% of ELL Parents whose home language was Spanish selected TBE program
2013-2014	207	69%
2011-2012	228	70%
2010-2011	185	62%
2009-2010	128	59%
2008-2009	130	59%

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])?

Paste response to questions here:

Delivery of Instruction

a. What are the organizational models? Departmentalized Transitional Bilingual Program (TBE), Push-In(Co-teaching), Collaborative, and Pull-out ESL.

b. What are the program models?

-The TBE program has a block model. Each class travels together as a group. The three Spanish dominant Bilingual classes (620, 720, 722, and 820) are heterogeneously grouped since they are composed of students at different beginning and intermediate English language proficiency levels. The other three English dominant bilingual classes (621, 721, and 821) are also heterogeneously grouped since the students are at different intermediate and advanced levels of English proficiency. The bridge bilingual special education class is a heterogeneous group made up of only 6-7 grade bilingual special education students.

-The ESL pull-out program is designed so that students are grouped homogeneously according to their proficiency level.

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)?

Paste response to questions here:-

-Delivery of ESL

ELLs in the heterogeneous TBE classes (620, 720, 722, and 820) receive the mandated ESL units in two different ways. ESL is incorporated within the content areas and they also receive 360 minutes of ESL (2 periods each day) by certified bilingual teachers. They also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL strategies and methodologies. ELLs in the homogenous TBE classes (621, 721 and 821) receive the mandated ESL units through the content areas as well as part of their literacy 90 minute block. They also have ESL/ELA libraries in their classroom and in the school library.

ELLs in the mainstream classes are scheduled to be pulled-out for ESL services according to their proficiency level. The number of periods they are pulled-out depends on their English proficiency level as indicated in Chart below. Those at a beginning and intermediate level are pulled out eight periods, or 360 minutes, a week by a certified ESL teacher. Those at an advanced level are pulled out four periods, or 180 minutes, a week by a certified ESL teacher. The beginning and intermediate level ELLs participate in an after-school program where they use the ELLIS English Language Computer Software Program that gives them the opportunity to use reading, listening, writing, and speaking strategies as they perform different language acquisition tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

-Delivery of ELA

ELLs in the heterogeneous TBE classes (621, 721 and 821) are mandated to receive 180 minutes of ELA each week because the majority are at an advanced level of English proficiency. These English dominant ELLs receive two periods, or a 90 minute block, of ELA from certified bilingual teachers who incorporate ESL strategies in their lessons. These ELLs also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the heterogeneous TBE classes (620, 720, 722, and 820) receive a combination of ELA and ESL during their daily 90 minute ESL block. These students are at beginning to intermediate levels of English proficiency. ELA is taught by certified bilingual teachers who incorporate ESL strategies in their lessons. They also attend an after-school program twice a week, two hours each day, where they are taught ELA using ESL methodologies as well as our Saturday Academy 8-12pm.

The mainstreamed ELLs at an advanced level of English proficiency receive the same daily 90 minute block from a certified English teacher. Those at the beginning and intermediate levels receive daily a period, or 45 minutes, of ELA from a certified teacher. They are pulled-out eight periods a week to receive ESL services. Those at an advanced level are pulled out four periods a week for ESL services. During their literacy block there's a teacher that pushes-in or co-teaches one of the periods in order to have extra support in the classroom. Some co-teachers work with a designated group of ELLs on the assignment given by the literacy teacher. If the ELL students are at a beginning or low intermediate level, the co-teacher will pull-out the ELLs for small group instruction. All classrooms have English libraries at different levels of English proficiency. They have access to the extensive school library and computer lab as well. These ELLs also attend an ELA after-school program twice a week, two hours each day and our Saturday Academy from 8-12pm.

The majority of our ELL population take part in the Extended Day-Basic Skills in Reading and Math Program. This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays, and Thursdays in order to provide all our students, specially newcomers, with the basic skills necessary in order to perform at grade level. ELLs in Freestanding ESL program receive instruction in English with ESL methodologies. ELLs in TBE English dominant classes (621, 721, and 821) receive instruction in English with ESL methodologies while ELLs in TBE Spanish dominant classes (620, 720, 722, and 820) receive instruction in Spanish. Some ELLs are unable to participate in the extended day-basic skills program because during these 50 minutes at the end of the school

day they are pulled out for ESL services by the ESL teacher.

-Delivery of NLA

All ELLs in TBE are mandated to receive NLA units of support each week. These services are provided by licensed Spanish teachers. All classes receive at least one period of NLA per day. The Spanish dominant classes (620, 720, 722, and 820) get a 90 minute NLA block since they are at a beginning to low intermediate level of English proficiency. The English dominant classes (621, 721, and 821) receive daily 45 minutes of NLA instruction. Bilingual classes also have Spanish classroom libraries at different levels and can use the school library which has an extensive Spanish library.

Newcomer and SIFE ELLs who scored below level in the Spanish LAB and have limited literacy proficiency in their home language participate in an After-school Spanish Literacy program once a week (Fridays) for two hours. This instruction is delivered by a certified Spanish teacher.

Mainstreamed ELLs are in classes with students or teachers who speak their home language. When they are pulled out for ESL services they have the opportunity of communicating with ELL peers who speak the same language. Also, during gym, lunch, recess, sports programs, after-school programs, and trips they are able to use their home language with peers. We are currently working on ways to incorporate the non-Spanish speaking ELLs home languages into our curriculum. We have added many stories from different African cultures into our ELA curriculum. Also, in an attempt to incorporate our eight African ELLs native languages and cultures we have added an African Myths, Folk Tales, Fables, and Legends unit of study during the month of December.

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.

Paste response to question here:

-Delivery of Mathematics

In both TBE and Freestanding ESL program students receive a daily 90 minute block of mathematics.

ELLs in the English dominant TBE classes (621, 721 and 821) receive two periods, or a 90 minute block, of mathematics in English by certified bilingual teachers who incorporate ESL strategies in their lessons. These ELLs also attend a mathematics after-school program twice a week, two hours each day, which incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the Spanish dominant TBE classes (620, 720, 722, and 820) receive their daily 90 minute mathematics block in Spanish by certified bilingual teachers who incorporate ESL strategies in their lessons. The teacher incorporates the mathematics vocabulary in English so students can gain new math vocabulary. These students are at beginning to intermediate levels of English proficiency. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in Freestanding ESL Program receive the same daily 90 minute block from a certified mathematics teacher. They also attend an after-school program twice a week, two hours each day, were they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

-Delivery of Science

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of science instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the science vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of science instruction by certified teachers. They receive instruction in English.

-Delivery of Social Studies

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of social studies instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons.. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the social studies vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of social studies instruction by certified teachers. They receive instruction in English.

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

Paste response to question here:

Evaluation in their Native Language

Formative assessments

Peer Teaching Accountable Talk (PTAT): PTAT takes place every Friday throughout the content areas including NLA in the seven bilingual classes. At the beginning of the school year, the teacher creates the norms and skills of accountable talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. As students communicate with one another in their native language, they inevitably assume leadership roles, acquire conflict-managing skills, and discuss and clarify concepts learned; this process enhances their learning outcomes. They must learn from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. Groups of 4-6 students are given a Spanish language arts assignment based on skills and ideas that were thought that week. They hold a student led conference, consider the issues, teach each other, and debate in order to reach an answer that is agreeable and understood by all members of the group. Each member has a role to follow in order to assure all students participate. PTAT serves to prepare students for their weekly NLA quizzes.

Weekly NLA Quiz: Every Monday, bilingual students take a Native Language Arts quiz in order to assess the skills, ideas and knowledge taught the previous week.

Monthly NLA Essays (writing piece): Every month bilingual students must produce a Spanish essay in a different genre. Following the NLA curriculum, students are prepared throughout the month in order to produce one writing piece during the reading workshop.

Student Conferencing: This is a one-on-one bilingual student and NLA teacher communication to discuss a current or recent assignment. The ultimate goal is to help the bilingual student and the entire classroom of ELLs to improve. The conferences serve to discuss NLA assignment expectations and how well the student is doing in meeting these. This facilitates learning because students can ask questions in a private manner, it allows them to see and correct their own errors, and it gives ELLs personalized instruction to improve.

Observation: The NLA teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

NLA Portfolios- A writing and assessment portfolio is used to create a record of bilingual student's growth in Spanish literacy. The teacher collects evidence of a student's progress in developing writing skills.

The Development Reading Assessment (DRA): Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.

Writers Notebooks, Assessment folders, and Writing Folders.

-Summative Assessments

El Examen de Lectura en Español (ELE): All bilingual take the ELE. The ELE tests students' Spanish vocabulary knowledge and ability to understand words in context by asking them to fill in missing words in paragraphs. The information from the ELE is used to identify students who need extra help in Spanish language arts, and to place students in the appropriate level of Spanish native

language arts instruction.

Monthly NLA Unit Test: At the end of each month, bilingual students take a NLA exam that comprises the skills, ideas, and knowledge learned in Spanish throughout the entire month.

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: Differentiated Instruction for ELLs

a. Plan for SIFE

Frequent one-to-one conferences - with classroom, cluster, and ESL teachers.

Frequent opportunities - for small group sharing to encourage speaking with peers in English.

ELLIS English Learning Computer Software Program - It is a research-based interactive computer program which teaches the students English while providing primary language instructions as needed. They are able to read, write, listen, and record themselves as they perform different tasks.

After-school Spanish Literacy Academy: Students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, once a week (Fridays), and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Academic Intervention Services (AIS) in NL Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of limited English proficient students.

Saturday Academy: On Saturdays for a period of two hours, SIFE ELLs receive instruction in native language basic skills and ESL.

b. Plan for ELLs in U.S. schools less than 3 years

ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software described above while the rest of the ELLs receive ELA instruction with ESL methodologies. On Monday and Wednesday ELLs receive instruction in mathematics.

Bilingual AIS: This program was designed for bilingual students who, as of April 1, 2012, have been enrolled in school in United States for one year or more and are taking the ELA examination.

Saturday Academy: On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software. This ESL computer program lets them learn the language through reading, listening, writing, and speaking.

c. Plan for ELLs receiving service 4-6 yrs

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

ELLs receiving service 4-6 years who are in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

d. Plan for Long-term ELLs (in NYC school six years or more)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ESL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

e. Plan for former ELLs

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities using ESL strategies.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient that will be taking the ELA exam.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide former ELLs, especially those struggling in English literacy, with the basic skills necessary in order to perform at grade level.

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?

Paste response to question here: ELL-SWD are taught using the following:

a. smartboards in every classroom

b. American Reading Company Exemplar Texts at grade level and slightly above. Multitiered lessons designed to ensure every

- student, including SWD and beginning ELLs.
- c. CCLS Code X according to grade level
- d. Ready New York CCLS
- e. AIS (academic intervention services) - Finish Line Comprehension skills
- d. After-school program- Common Core Clinics by grade level
- e. Holt United States History (7-8) with Interactive reader (also available in Spanish/English) and study guide
- f. ESL-Heinle Picture Dictionary with Audio CD and workbook
- g. ESL- Keys to Learning (Beginners); Shining Star (Intermediate) ; Visions level Intro, A, B, and C
- h. Computer lab- accessible for use of ELLIS interactive computer program for ELLs

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?

Paste response to question here:

All Bilingual students are in isolation for the majority of the school day. All content area is taught in isolation while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school and Saturday sports programs, dances, Senior Class Committee, and Student Government. By mainstreaming our bilingual students for a portion of the day they have the flexibility of making connections with English speakers in order to increase their English language development.

ELLs in the ESL program, are mainstreamed for most content areas and all extracurricular activities. Only the ESL lessons are taught in isolation from the mainstream since they are pulled-out for these services. By mainstreaming our ELLs for the entire day or a portion of the day, they gain a better understanding of the world around them, and become a part of the “regular” community.

Our ELL-SWD are either in a self-contained, CTT, or mainstream class. ELL-SWD in the self-contained classroom, as per their IEP, have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. But they also have the opportunity of sharing part of the school day with the general population. All content area is taught in the special education class by special education teachers while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school and Saturday sports programs, dances, Senior Class Committee, and Student Government. Only ESL and speech, as per IEP, are taught in isolation from the mainstream since they are pulled-out for these services.

ELL-SWD in the CTT and general education classroom, as per IEP, are mainstreamed for most content areas and all extracurricular activities. As per IEP, Special Education Teacher Support Services (SETSS), Speech Services, and ESL are taught in isolation from the mainstream since they are pulled-out for these services.

Teachers create a buddy system for all newcomer or recently admitted ELLs where an ELL is paired with an English speaking student. This eases isolation and helps an English language learner adjust to his/her new classroom and school. The teachers use pair and trio work where one child speaks the English language learner’s mother tongue and is more proficient in English. They also take part in small group instruction that allows for more student-teacher interaction as well as opportunities for students to become much more involved in the general education classroom. We have added many stories from different African and Hispanic cultures into our ELA curriculum. Also, in an attempt to incorporate our seven African ELLs native languages and cultures we have incorporated a African Myths, Folk Tales, Fables, and Legends into our units of study.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		

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

Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to question here: 8. The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

Science and Social Studies are incorporated into the Literacy and ESL curriculum. In addition, the social studies and science teachers incorporate the Literacy CCLS to Social Studies and Science. This requires the incorporation of more nonfiction reading into literacy. ELL students: answer open-ended questions that require text citations to support their claims, Identify key steps in a text's description of a process related to history or science, Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes, and Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Content area is also taught through the use of interactive readers, science and social studies videos. Most importantly, ELLs benefit from access to real science lab equipment and experiments.

-SIFE and ELLs (0-3 years):

Extended Day -Basic Skills in Reading and Math: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels. On Monday and Wednesday ELLs receive instruction in mathematics.

ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

Saturday Academy (Math and Literacy): On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The remaining two hours, ELL receive instruction in mathematics using ESL methodologies and incorporating basic math skills.

ELLs (4-6 years) and long term ELLs (completed 6 years):

Academic Intervention Services (AIS) in Reading and Math: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs in Literacy and Mathematics.

Golden Opportunity (Monday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Students meet four times a week for two hours each session. On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. ELLs receive instruction in English with ESL methodologies.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school. ELLs receive instruction in English with ESL methodologies.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy and mathematics, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long-term ELLs (6 years +)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA and math exams.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

Basic Skills in Reading or ESL: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially those struggling in English literacy and math, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in ESL while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ESL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

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

Paste response to question here: Our current programs are highly effective since most of our ELLs arrive with a beginning level of English proficiency and by the end of every school year, they have improved their ability to write, speak, and comprehend material in English. Regardless of their English proficiency, all ELLs are taught the same content throughout the grade levels with ESL strategies incorporated into the lessons by their teachers. Peer Teaching Accountable Talk (PTAT) allows ELLs throughout all subjects to work with peer-groups on Fridays, going over the material learned Monday-Thursday. This allows them to better understand the skills instructed during the week since peers are able to explain what their group members didn't understand. In addition, this prepares them to pass their weekly quizzes on Mondays. If students underperform in quizzes, then teachers reteach using different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction and PTAT. The Academic Intervention Program (AIS), after-school programs, and Saturday academy program also serve to meet the language needs of ELLs. Students learning English have the opportunities to learn advanced skills in comprehension, reasoning, and composition and have access to instruction that integrates basic skill development with higher order thinking and problem solving in all content areas.

Our programs are designed as intervention to create general education support systems for struggling English learners as a way to improve academic performance.

11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: The opening of another 8th grade bilingual class since that is the largest group of bilinguals.
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here: No programs/services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ELLs are able to participate in all school programs.

Describe after school and supplemental services offered to ELLs in your building.

Some of our after-school programs targeted to ELLs are funded by Title III. The Title III After School instructional program begins on October 1, 2013 and ends late April 2014. There will be 2 professional development sessions for the teachers of the program. The goal of the ELL After School Programs and Saturday Academy is to provide intensive after school instruction in English language development – listening, reading, writing, and speaking skills. There are 6th, 7th, and 8th grade extended day classes. Another goal is to prepare students for standardized tests. The participants consist of ELL students in the Beginning, Intermediate, and Advanced proficient levels. Additionally there are newly proficient students who are getting two years of support in order to continue their literacy development.

Goals:

The specific goals of the instructional programs are:

- To increase reading and writing skills through phonemic awareness, vocabulary development, reading comprehension, and fluency.
- To enable students to develop academic language skills in Math, Social Studies and Science.
- To increase knowledge in core curriculum areas of Social studies, Science, and Mathematics.
- To strengthen basic Mathematical skills.
- To strengthen basic Spanish skills.
- To enable ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education
- To provide cross-cultural experiences and gain a better understanding of the world around them.

After-school programs and Supplemental Services :

Basic Skills in Reading and Math: This program is implemented during the school day from 2:20 PM to 3:10 PM on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) and those performing at a low native language proficiency level take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish. Classes meet once a week on Fridays from 2:20 PM to 4:20 PM.

Saturday Academy: Classes meet once a week on Saturdays from 8:30 AM to 12:00 PM. For a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The rest of the time students receive mathematics instruction.

Saturday sports Program: Classes meet once a week on Saturdays from 8:30 AM to 12:30 PM. All students in the 6th and 7th grade can attend from 8:30 AM to 12:00 PM while 8th graders attend from 12:30 PM to 2:30 PM. Bilingual students attend the

Saturday Academy in the mornings therefore they must participate in the afternoon sports program session.

Sports Program: Classes meet two days a week on Mondays from 4:20 PM to 5:30 PM and Wednesdays from 5:10 PM to 6:30 PM. This program is for students who participate in the after-school program who can spend the time at the gym practicing sports.

Golden Opportunity (Monday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Classes meet four times a week from 3:10PM to 5:10 PM for two hours each session (on Mondays they meet from 2:20 PM to 4:20). On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. Newcomer bilingual students receive ESL instruction instead of ELA. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

ESL nontraditional Summer Program (Monday-Thursday): In addition to these interventions an ELL Summer Program was implemented for ELLs who have been in the country for less than two years. Classes meet four days a week from July 5 to Early August. This program was developed to assist newly enrolled ELL students before the beginning of the school year. The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS English learning computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

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

Paste response to question here: Instructional Materials Used

ESL teachers follow an ESL curriculum and have various supplemental materials. All bilingual/ESL classes have ESL classroom libraries that range in proficiency levels. Teachers use manipulatives, audio-visual equipment, ELL computer software, ELA computer software - Writing Matters, smart boards, and plenty of visuals to stimulate learning. ELLs are taken on many trips in order to familiarize them with the different aspects of American (U.S.) culture. ELLs are supported through the use of the following instructional materials:

a. Technology Used- ELLIS English Learning Computer Software, smartboards in every classroom, computer laboratory, 3 laptop carts, 4-5 computers per classroom, Heinle Picture Dictionary with CD-ROM, audio books

b. Look below for materials used in the content areas including NLA

ELLs (0-3 years) : ELA (same for NLA in TBE) and Math curriculum implemented school wide
ESL: Textbooks, workbooks and audio CDs available for-Keys to Learning (newcomer) and Shining Star (intro); Visions B; Common Core Code X; Ready New York CCLS

The Heinle Picture Dictionary (textbook and workbook) with CD-ROM
Kaplan Focus on Reading; The Basic Oxford Picture Dictionary; ESL classroom libraries; Spanish-English dictionaries

Native Language Arts: Encuentros (introduccion and primer curso); Tu Mundo; Spanish classroom libraries at different levels

Technology: ELLIS Computer Software Program; smartboards in all classrooms; computers in each classroom; laptop carts; Writing

All mathematics, science and social studies textbooks, workbooks and visuals are available in English and Spanish

Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade United States History

ELLs (4-6 years) and Long term ELLs (completed 6 years): ELA (same for NLA in TBE) and Math curriculum implemented school wide.

ELA: Common Core Code X; Ready New York CCLS; Kaplan Focus on Reading; ESL High Point; ELA/ESL classroom libraries at different levels; Longman Keystone (workbook and textbook)

Native Language Arts: Encuentros (segundo curso); Nuestro Mundo (segundo mundo); Spanish classroom libraries at different levels

Technology: Smartboards in all classrooms; computers in each classroom; laptop carts; computer laboratory; use of audio books;

All mathematics, science and social studies textbooks, workbooks and visuals are in English.

Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook;

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade United States History

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

Paste response to question here:

Native Language Support

-TBE

The Spanish dominant TBE classes (620, 720, 722, and 820) adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 45 minutes per day of Native Language Arts weekly.

All content area textbooks and workbooks (Math, Science and Social Studies) are available in Spanish and English. Spanish dominant bilingual classes (620, 720, 722, and 820), use books in Spanish but as the year progresses and they gain language proficiency they are encouraged to use the books in English. English dominant bilingual classes (621, 721, and 821), use all books in English but have the Spanish versions available in the classroom in case they need it.

For NLA, TBE classes use Spanish textbooks according to their grade level. They also have Spanish classroom libraries at different levels.

6th grade- Encuentros introduccion ; Tu Mundo

7th grade- Encuentros primer curso; Nuestro Mundo

8th grade- Encuentros segundo curso

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

Paste response to question here:Services and Resources Age and Group Appropriate

The services and resources provided correspond to ELLs' ages and grade levels. All students resources are at their grade level. ELLs that are academically a few grades below grade level receive small group instruction and are pulled out during the Team Teaching/ Small group Instruction (TT/SGI) period by a teacher. They are pulled out with students at the same age and grade

level. ESL students are usually pulled out for small group ESL services according to their grade and proficiency level.

Eighty percent of the classroom library books are at grade level while the other twenty percent are below and above grade level. In order to match the reading ability of ELLs who read below grade level we look for lists of high interest/low readability books. Sometimes referred to as hi-lo books, these are books that are written to address the topics likely to be of interest to older children and teens, but at a vocabulary level that is appropriate for a lower reading level. Spanish dominant bilingual classes have an ESL library with a variety of books at different levels and the same books in two different languages.

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.

Paste response to question here: Activities to assist newly enrolled ELL students before the beginning of the school year

- The day of enrollment Ms. Sharlimet Cuesta, the Family Worker, gives the parent and child a brief orientation in the child's home language (if in Spanish). If it's another language, another staff member will assist with translation (Twi, Ga, Nzima, and French by Mrs. Yamoah; Italian by Mr. Ippolito) or an interpreter will be made available. They are taken on a quick tour around the school, introduced to key staff members and taken to key locations throughout the building (cafeteria, gym, clinic, auditorium, main office, restrooms). The uniform dress code, arrival and dismissal procedures, schedule, and attendance policy are explained. This orientation will increase their confidence of where to go and what to do on the first day of school.

-Before the beginning of the school year newly enrolled students (0-2 years) are enrolled in an ESL nontraditional summer program: The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

-Teachers assign a buddy who speaks the newcomer's language or with native English-speaking peers. During the adjustment phase, the buddy explains what's going on. This is a good self-esteem builder for a buddy and a new friend for the newcomer. This eases isolation and helps an English language learner adjust to their new classroom and school.

Things peer buddies do with newcomers:

- o Show them where everything is
- o Help them learn the classroom routine and rules.
- o Take them to ESL class and back again.
- o Sit with them in the lunchroom.
- o Teach them the ABCs, numbers and beginning vocabulary.
- o Include them in games on the playground.
- o Tell them who to go to for certain situations.
- o Learn how to communicate with them using gestures and short phrases.
- o Teach them the ABCs, numbers and beginning vocabulary.
- o Introduce them to other students.

18. What language electives are offered to ELLs?

Paste response to question here: We don't offer foreign language electives.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response

1. PD plan for ELL personnel:

Scaffolding the Academic Uses of Academic Language in Middle School

Literacy Department Meeting (Every Monday); CCLS implementation (September 2013); Smartboard Training (September 2013); Looking at Our School Data and Our School (September 2013); ELA for Second Language Learners ; The High School Application Process (October 2013); Skedula (October 2013); Applying Common Core Learning State Standards in the ESL/Bilingual Classes (July 2013); Classroom Management (September 2013); ARC -Approaching Close Reading Through Text-Complexity (November 5, 2013); Skedula (November 5, 2013); ARC (November 2013);

- 2.

3. Support for Staff to Assist ELLs as they transition:

The school guidance counselor Ms. Carmen Irlizary provides professional development to support teachers and students in this way:

- a. During the month of September, the guidance counselor provides training for teachers regarding the high school application process. She explains the process, high school regulations and procedures, and goes over the high school book with the teachers. She also informs staff about the specialized high schools, their admission procedures, tests, auditions, or portfolios required.
- b. During the month of October, the guidance counselor goes to each individual eighth grade class to talk to the students about the high school application process, the programs and procedures. She also makes information about the upcoming high school fairs available to students and parents.
- c. During the month of October, the guidance counselor works with the parent coordinator to hold an in-house high school application process informational for parents. Parents need to be actively involved in the decisions their eighth-graders are asked to make about the schools they choose and the classes they will take in ninth grade. Parents are invited with their child and the high school counselor to discuss course work and schedules, visit the high school with their child in the spring or in the fall, spend a day at the high school to help them understand what their child's life will be like.
- d. The guidance counselor provides a brief informational to 7th graders regarding the high school application process, 7th graders grade submission, and specialized high school application. This way they are made aware of the requirements before reaching the 8th grade.

Assistant principals and principal

- a. Encourage teachers to take their classes on trips to college campuses and to performances at local high schools. Students attend Harvard and Columbia University. Students are encouraged to attend their high school orientation assembly (preferably before school starts).
- b. After the 8th grade state mathematics test, all 8th grade students are exposed to things like algebra and geometry until the end of June
- c. Students who excel in math may take Algebra I and Living Environment in the 8th grade for earning high school credit. Currently, two of the 8th grade classes (one being a bilingual class) are taking Algebra 1, Living Environment and US History. When students are successful in the course, the course will appear on the high school transcript and count towards graduation requirements. By

taking high school courses in middle school, students are able to earn additional college credits during their four years of high school.

4. The assistant principals, Mrs. Desiree Resto and Mr. Carlos Pichardo, maintain records of attendance and professional development sessions provided to all staff members including ELLs. Over the summer break, four teachers attended the QTEL Summer Institute (3 days, 21 hrs) ; all teachers have also attended a two day conference retreat and a Saturday training provided by the American Reading Company. Teachers have also

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?

Paste response to questions here:

MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide translation services in Spanish and other staff members serve as translators of other languages and dialects (see answer 2b). We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Nutrition workshop; Fire Safety; Library Membership in conjunction with NYCPL; Curriculum Night; Aris Parent Link Table

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Familiarize them with CCLS and Assessments (Standardized testing)
- Help them understand oral language development
- Help them understanding the core curriculum
- Understand Federal and State mandates affecting ELLs

Parents will also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

3. Evaluate the needs of Parents:

During Curriculum Night in September, parents are surveyed by the parent coordinator in order to help determine needs and interests of the children and parents. By conducting a parent survey we find out what types of parental training programs parents or caregivers would like to see us offer. We want to find out how interested families are in attending specific workshop and the kinds of supports that families may need to attend. Our intention is to combine the information from all of the returned questionnaires to determine the interest for these types of parental educational service.

4. Address Needs of Parents

We provide translators for all parental involvement activities including parent teacher conference and graduation. All materials are also translated.

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:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neifi Acosta	Principal		1/15/14
Desiree Resto	Assistant Principal		1/15/14
Erika Enriquez	Parent Coordinator		1/15/14
Daniel Mejia	ESL Teacher		1/15/14
	Parent		1/15/14
Carmen Marrero	Teacher/Subject Area		1/15/14
	Teacher/Subject Area		1/15/14
	Coach		1/15/14
	Coach		1/15/14
Carmen Irrizary	Guidance Counselor		1/15/14
Ben Waxman	Network Leader		1/15/14
Angelica Lagares	Other <u>Bilingual Coordinato</u>		1/15/14
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x232

School Name: MS 232

Cluster: _____

Network: 534

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

Part A: Needs Assessment Findings

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

Upon enrollment our school determines the home language spoken by parents as well as their preferred language of communication. The Bilingual Coordinator gives the parent or guardian a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when students and their parents first arrive. The survey has questions to identify the student's home language and preferred language. Parents also complete a Student Registration Form, a Parent/Guardian Student Ethnic Identification Form (PSE), a Parents' Preferred Language Form and an Emergency Contact Card that asks what is the parent's preferred language of written and oral communication. These three forms along with an interview conducted by an interpreter inform us of the languages spoken by our parents/guardians and of our translation needs. This allows us to determine the languages in which we must translate all information sent home to the parents as well as the interpreters needed during any school function in which parents are invited to attend. As soon as parents complete the forms the information is entered in ATS and used to ensure that our parents' translation needs are met accordingly.

Data and methodologies used to assess our school's written translation and oral interpretation needs consists of the following:

1. Student Registration Form - here this must indicate their home language
2. Parents' Preferred Language Form
3. Informal interview to determine the language needs of the parent
4. Home Language Identification Survey (HLIS) followed by an interview by the Bilingual/ESL Coordinator
5. Emergency Contact Card -here parents are asked what language they prefer all written and oral communication

6. Parent/Student Ethnic Identification Surveys

7. Place of Birth report (RPOB)

8. Language Allocation Policy (LAP) Part III ELL Demographics - this document has a breakdown of ELLs home language by grade

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.

Our findings indicate that 80 percent of our students are of Hispanic descent and the home language of the majority of our parents is Spanish. All of our other students, who are not of Hispanic descent, have a parent or guardian at home who speaks English. For this reason all of our correspondence is in Spanish and English. Teachers are made aware of their students' home language and are provided with translators as needed in order to communicate effectively with parents. At our school we have translators available in Spanish, French, Twi, Ga, Nzima, and Italian whenever teacher-parent communication is needed like during parent-teacher conferences and curriculum night. Our office staff is bilingual Spanish and English.

It was evident from our findings that the majority of translation and interpretation services needed at our school was in Spanish, with French being the second largest translation group.

Part B: Strategies and Activities

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

All of our parent correspondences are in Spanish and English. This includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters. There are also Spanish and French documents provided to us by the City of New York Department of Education as well as documents we download from the DOE and New York State Department of Education websites. All parent notices that are not made available through the DOE or state, are translated in-house by our school staff. All translations are distributed at the same time as the English in a timely fashion. We have an announcement bulletin board for parents in the main lobby where all documents are in English and Spanish.

The written translation services our school provides include but are not limited to the following:

1. Translated Bill of Parent Rights and Discipline Code- Bill of Student Rights and Responsibilities
2. Translated Initial Registration Forms
 - a. Emergency Contact Card
 - b. Home Language Identification Survey (HLIS)
 - c. Student Registration Form
 - d. Parents' Preferred Language Form
 - e. Lunch Form
3. ELL Orientation Materials
 - a. The ELL Parent Brochure
 - b. Parent Survey & Program Selection Form
 - c. Parent Notifications informing parents of the status of their child's ELL program eligibility
4. Lunch Forms
5. Morris Heights Clinic Registration Form
6. All after-school and Saturday Academy consent forms (including Title III programs)
7. School dance permission slips
8. Field Trip Consent Forms
9. Progress Reports

10. Report Cards
11. Promotion in Doubt Letters
11. Testing Information
12. High School Information including fairs
13. Senior Activities
14. Graduation Program
15. Summer School Forms
16. Parent Surveys
17. Legal, disciplinary, and safety matters
18. Special assemblies and celebrations

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.

11 of our office personnel, family worker, guidance counselors, school psychologist, bilingual coordinator, bilingual teachers, principal and one assistant principal are fluent in Spanish. These staff members as well as other Spanish, French, Italian, Twi, Ga, and Nzima speaking teachers and para-professionals are available for interpretation services. During parent-teacher conferences, ELL Parent Orientation, parent workshops, Curriculum Night, Disciplinary meetings, High School Informationals, International Trips Parent Orientation, and PTA meetings staff members are accessible in order to provide the appropriate translation services. We also have a new telephone automated system called School Messenger for communicating with parents to make them aware of student lateness, absences, upcoming school events and emergencies.

The oral interpretation services our school provides include but are not limited to the following:

1. Initial Registration Interview (student and parent)
2. ELL Parent Orientation

3. Parent-teacher Conference
4. High School Informationals
5. Curriculum Night
6. Parent Workshops
7. Disciplinary Meetings (legal, safety, attendance)
8. International Trips Parent Orientation
9. PTA Meetings
10. School Messenger
11. IEP meetings
12. Special Education Evaluation meetings
13. Special assemblies and celebrations

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 the correspondences given to parents are in Spanish and English. As mentioned above this includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters.

We also obtain documents from the City of New York Department of Education as well as from their website. If other translation services are needed, the translations are done in-house by our staff members. The signs posted throughout the school are in English and Spanish. Parents are also made aware of their rights to translation services in their initial interview, also by our office staff, and finally through signs posted in the main office and the announcements bulletin board.

We fulfill Section VII of the Chancellor's Regulations A-663 earlier in the school year no later than 30 days after the opening of school. By September 30, Parent Preferred Language survey will be distributed making us aware of the parents preferred language of communication. This data will help us determine the languages in which school correspondence must be translated and the interpretation services needed during conferences, PTA, ceremonies, and other meetings. This way we can make the appropriate accommodations in a timely manner. If we are unable to provide these services with in-house staff, then the services will be requested from the Department of Education's Translation and Interpretation Office.

By this time signs will be posted in the main office and announcement bulletin board making parents aware of the translation and interpretation services available to them at this school and where to go in order to request these services. Also, letters will be distributed notifying the parents and guardians, whose home language isn't covered by the translations provided by the Department of Education, of their rights as per Chancellor's Regulations in regards to translation and interpretation services.

Break Down of Home Languages at MS 232:

English -----
Spanish -----
French ----- 4

* All other languages make up only 3 students

In the 7 homes where a home language other than Spanish is spoken there is an English speaking parent or guardian available. When interpretation services are needed, we have in-house staff available that speak their home language. In the case that neither parent speaks English and we don't have an in-house staff member who speaks the language, then we will request interpretation and/or translation services from the DOE Translation and Interpretation office.

These findings will be shared with parents through correspondence, school website, bulletin board announcement, and during PTA meetings.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: 232	DBN: 09X232
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funding will be used to provide after-school supplementary instruction for the ELL students presently in 7 and 8 grade bilingual classes. The Bilingual Golden Opportunity After School Program (4 classes) services 108 students and meets 3 days a week Tuesday (3:45 - 5:35 PM), Wednesday (2:20 - 4:20 PM) and Thursdays (2:20 to 4:20 PM) for two hours each day. The After School Program runs from October 7 through the fourth week of April lasting 24 weeks. Students participating in the programs receive instruction in English Language Development – listening, reading, writing, and speaking skills as well as instruction in Mathematics from three certified bilingual teachers and a certified ESL teacher. These teachers will mainly use English to instruct the students but will also use students' native language for clarification purposes. The program also prepares the students for the NYS ELA and Math exams.

Breakdown of 4 classes: Two seventh grade and two eighth grade classes. One class in each grade level is made up of newcomer-beginning level students who are Spanish dominant, while the other two classes are made up of students at intermediate and advanced levels of English proficiency.

ELL Golden Opportunity Program

- Four classes (Two 7th grade and two 8th grade classes)
- Meet 3 times a week for 2 hours each day (Tuesday-Thursday)
- From October to April (24 weeks)
- Receive instruction in English Language Development, Native Language Arts, and Mathematics
- Receive one hour of native language arts instruction since they are all fluent Spanish speakers.
- The two newcomer classes receive math instruction in Spanish. The other two classes receive math instruction in English with incorporation of their native language.
- Establish cultural connections through exposure to authentic (not translated) language and materials
- Four certified bilingual teachers (2 for ESL/Literacy and 2 for math)

The beginner and low intermediate ELLs will be instructed using the Keys to Learning and Visions curriculum. The intermediate (medium to high) to advanced ELLs will be instructed using the RALLY Education Preparing for the Common Core Standards books. For math instruction all students will use the Finish Line Mathematics for the Common Core State Standards book (English and Spanish editions

Part B: Direct Instruction Supplemental Program Information

available).

This after-school program was developed in order to provide additional services to identified ELL students who are struggling with second language acquisition. We analyzed the NYSESLAT, LAB-R and NYSITELL results in order to determine their level of English proficiency. By determining their proficiency level we are able to effectively differentiate instruction and meet the needs of the students. The majority of students involved in this program are struggling in ESL and/or Literacy.

Data Analysis:		NYSESLAT Scores	
7th grade bilinguals		8th grade bilinguals	
beginning	28	beginning	22
intermediate	11	intermediate	17
advanced	12	advanced	10

Part C: Professional Development

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

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

Begin description here: Teachers in the Bilingual Golden Opportunity Program receive 2 professional development sessions on October. The PD is provided by the bilingual coordinator and assistant principal in charge of literacy.

Teachers receiving training:

- 2 Bilingual or ESL certified teachers (Literacy)
- 2 Bilingual certified math teachers (Math)

Professional development focuses on:

First PD in October (duration 2 hour)

1. How to provide common core standards learning opportunities for the multiple varied ELL population.
 - Implementing the Common Core Standards in bilingual classes

Part C: Professional Development

- Understand what the CCLS say
- Getting to know the Coach Common Core Curriculum
- Analyzing student data

Second PD in October (duration 2 hour)

2. Strategies for teaching Math and Reading to ELL students
 - Incorporating ESL into Reading and Math
 - Scaffolding strategies to build reading comprehension in content areas
 - Differentiating Instruction

Third PD in November (duration 5 hours)

3. Promoting Quality Educational Opportunities for English Language Learners
 - AMAO
 - Blueprint for ELLs Success
 - Long Term ELL and SIFE students
 - CR Part 154 Newly Approved Regulatory Changes
 - Strategies to Assist ELLs in Accessing Common Core Standards

Fourth PD in November (Duration 2:25)

4. Breaking Down the CCLS
 - Understand standards, breaking them down
 - Align teaching/learning objectives to CCLS

Fifth PD in December (materials obtained from EngageNY and Office of ELLs)

5. Implementing the New York State Bilingual Common Core Initiative
 - New Language and Home Language Arts Progressions, breaks down each component and explaining how teachers can apply the resources in their classrooms.
 - Implement the new Native Language Arts Standards aligned to the Common Core.
6. Sixth PD (as offered by Department of English Language Learners and Student Support (DELLSS) and Office of ELLS throughout the year)

Part C: Professional Development

Department of English Language Learners and Student Support (DELLSS) and Office of ELLs

- Attend high quality professional development series focusing on teaching Native Language Arts to ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation the bilingual coordinator and parent coordinator, as well as other staff members not funded by Title III, provide a series of workshops on topics related to parents and education. Workshops take place throughout the school year. Currently we are in the process of hiring a new parent coordinator.

The workshops include:

- Curriculum Night September
- Articulation Workshop October
- Familiarize them with CCLS and Assessments December
- Using Skedula Online tool (communicate student academic performance online) December 2014/2015
- Library Membership in conjunction with NYCPL January
- Language Services- Adult ESL Classes for Parents February

Once a week – 6-8PM

(Parents will be taking a test in February to determine their proficiency levels. After this test is administered, an initial class starting date will be established as well as how many parents will participate in the program.)

- Parent-teacher conferences November

Providers- Titles

Part D: Parental Engagement Activities

- Assistant Principal of Literacy
- Parent Coordinator
- Bilingual Coordinator
- Guidance Counselor
- New York City Public Library

Notification of Parents

- Parents are notified through letters send home with students and via mail in English and Spanish. Translations made available to parents whose home language is not Spanish.
- They are also called the day before to remind them of the workshops.
- Flyers are posted on the community bulletin board on the first floor of school.
- Copies of letters, flyers and pamphlets are always in the main office available to parents.

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software	_____	_____

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.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____