



THE HUNTS POINT MIDDLE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **08X424**
ADDRESS: **730 BRYANT AVENUE, BRONX, NY 10474**
TELEPHONE: **718-328-1972**
FAX: **718-328-7330**

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	13
SECTION VI: ACTION PLAN	15
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	20
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..Error! Bookmark not defined.	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	23
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).Error!	
Bookmark not defined.	24
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS25Error!	
Bookmark not defined.	
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10Error!	
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)Error!	
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x424 **SCHOOL NAME:** The Hunts Point Middle School

SCHOOL ADDRESS: 730 Bryant Avenue, Bronx, NY 10474

SCHOOL TELEPHONE: 718-328-1972 **FAX:** 718-328-7330

SCHOOL CONTACT PERSON: John Hughes **EMAIL ADDRESS:** Jhughes1@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dara Yusuf

PRINCIPAL: John Hughes

UFT CHAPTER LEADER: Richard Sellati

PARENTS' ASSOCIATION PRESIDENT: No president has been appointed (in progress)

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** Network 607/ Cluster 6

SSO NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Mr. Tim Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
John Hughes	*Principal or Designee	
Richard Sellati	*UFT Chapter Chairperson or Designee	
T.B.D.	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rose DeLeon	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	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

M.S. 424 does not have a functioning SLT as of this date (10/31/2010). We are in the process of forming this committee.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

In its third year of existence, Middle School 424 is continuing on its journey to greatness. We have placed an emphasis on implementing the common core standards and embracing the movement for more students to be prepared for college and compete globally. We have aligned our curricula to our students needs and are really taking our instructional philosophies to a new level. We are very proud of the "B" progress report rating that we recently received from the city. This rating is based on our ability to function as a unified team of professionals, involve and serve the community, educate our young scholars, etc. The school has a dedicated, proactive administration led by Dr. John Hughes. The staff is comprised of a combination of experienced master teachers and enthusiastic educators who are new to the profession.

At the Hunts Point Middle School there is a true focus on educating the whole child academically, socially, and emotionally.

Our partnerships with external organizations, along with the assistance of our versatile internal specialists, have allowed us to create other opportunities for the students to experience all aspects of success. The Theatre and Arts Program will continue to produce exhibitions of artistic expression and invigorating performances for years to come. City Year is very instrumental in helping us organize social events and provide tutoring for students who are struggling with meeting the standards. The CHAMPS program is part of our after-school component. The students are given the opportunity to demonstrate or experiment with their athletic gifts and focus on establishing healthy eating habits and motivating others. Students receive small group, differentiated instruction through AIS periods. The instruction and selection of the students is based on analysis and interpretation of the data through ARIS and multiple, standards-targeted assessments.

The Hunts Point Middle School has placed a strong emphasis on community involvement. The building will always have open invitations to parents and students to continue to collaborate in our efforts to educate the children of the community. The Hunts Point Middle School's mission is to ensure that the students leave us with the well-rounded, standards-driven education that they deserve and to which they are entitled. We assume the essential role in developing the child and assuring the parents that their children become life-long learners and productive members of society.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Hunts Point Middle School			
District:	08	DBN #:	08x424	School BEDS Code #: 3208000010424

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment: 401				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K							84.9		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3							N/A		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6			114	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7			143				84%		
Grade 8			144						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11							26		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total			401				10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes			70						
No. in Collaborative Team Teaching (CTT) Classes			28	Principal Suspensions			48		
Number all others			30	Superintendent Suspensions			38		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			0
# in Trans. Bilingual Classes			24	Early College HS Participants			0
# in Dual Lang. Programs			N/A				
# receiving ESL services only			59	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			33	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			40
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			16
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			3
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			100%
American Indian or Alaska Native			0	Percent more than two years teaching in this school			0% (opened in 08/09)
Black or African American			30%	Percent more than five years teaching anywhere			41.7%
Hispanic or Latino			69%				
Asian or Native Hawaiian/Other Pacific Isl.			0	Percent Masters Degree or higher			100%
White			1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
Multi-racial			0				
Male							
Female							

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: ELA		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

SECTION IV: NEEDS ASSESSMENT

Accomplishments

M.S. 424 has celebrated a number of accomplishments since our inception. We have increased our overall percentages involved with the city's survey initiative. We are now at 98% for our teacher response, 87% parent response, and 96% for our student population. One of our major accomplishments was recently receiving a "B" on our progress report and exceeding the levels of many other middle schools on our 2009/2010 school survey report

The new administration led and energized by Dr. John Hughes entered the building in the 2007/2008 school year. We were able to raise our students' ELA and mathematics performance levels from 11.6 percent in ELA to 21 percent. In mathematics, we raised our level from 19.5 percent to 38 percent. In 2008/2009 we went from 21 percent in ELA, to 40.2 percent. In mathematics, we raised our level from 38 percent to 49.7 percent. Last year's data shows that our school slipped in each area. Many schools in N.Y.C experienced this same drop in performance. The decline is largely attributed to the state changing the cut scores that determine the students' performance levels. In 2009/2010 we went from 40.2 percent in ELA, to 12.3 percent. In mathematics, we went from 49.7 percent to 33.2 percent.

We have overcome scheduling difficulties by creating a consistent daily schedule that includes AIS periods and common planning for teachers on each grade level and Special Education. Every classroom has a SMART board, linking technology with every subject area. We have now formed Advisory Groups on the seventh grade level and created a School Wellness Council to promote healthy eating and exercising routines. To help us meet the Chancellor's mandate for attendance, we have created an Attendance Team that has implemented many systems that have helped move our attendance percentage to about 87%. We are participating in the Mayor's Initiative.

Since approximately 33% of our student population has been diagnosed as special needs, we have put together a Counseling Unit to deal with the social emotional needs of this population. This Unit is available, not only for our special needs population, but for our at-risk students also.

Through a school-wide analysis of student reading levels, we ascertained that the average reading level of our students hovers around the fifth grade. In our special education classes, the reading levels range from pre-emergent to grade level. We continue to use the 100 Book Challenge Reading Program. It's differentiated by grade, skill, reading level and student ability. We have levels that range from pre-emergent, through grade level. We have also added guided reading; using Fountas and Pinnell Scholastic Kits well as teacher created materials. There are all of the components of the Reading Workshop model embedded in the program.

Strengths

We feel we have a strong leader in Dr. John Hughes. His educational philosophy lends itself to molding leaders, which will lead to building leadership capacity within the M.S. 424 organization. Because of the leadership opportunities, teacher and student morale is extremely high. The support given by the M.S. 424 administration in coaching teachers in the ways of leadership trickles down to teachers coaching and supporting students in their leadership prospects. There has been authentic buy-in in terms of our instructional community believing that we are all leaders in our own right.

Data analysis has been a central focus for our learning community. We have established two inquiry teams that consistently analyze data across the major content areas. Teachers from all grade and content areas sit on either team and impart the findings of the team to their colleagues at grade level meetings. The teachers, in turn, tailor their instruction using the findings of the data. Data analysis continues through classroom discussions where teachers share whole-class and individual student data to help students set goals and understand their strengths and weaknesses.

The formation of our mental health model and shoring up of our School-Based Support Team has been expanded to include and ensure that every stakeholder in student education is present to make the best decisions for our high special needs and at-risk populations. We have incorporated a Counseling Unit that is comprised of two clinical social workers, two social work interns from Columbia University and a Guidance Counselor. This unit is on call at all times to assist the entire student population, specifically those in crisis.

The Heart of Change Organization is still involved with our learning community. They assist us with our differentiated instruction model. Heart of change will be assisting us at our staff retreat. The Teacher Mentor (Ms. Laura Spalter) has revised her role slightly to continue the work that she has done with the second-year teachers, support first-year teachers and to assist any teacher that feels they need shoring up in a particular area (instruction, discipline, lesson planning). Ms. Spalter also serves as our librarian and is very involved with scheduling sessions for our students, as well as students and classes from other organizations.

The Attendance Team is working diligently and effectively to increase student attendance and punctuality, while following the guidelines of the Mayor's Initiative. Weekly meetings are held to target specific populations (those who attend between 60% and 80% of the time) and to develop incentives to coax students into the school. Outreach is an important part of the Attendance Team effort. The Team has done an effective job of tracking down no-shows and students who have excessive absences; City Year has partnered with us in this endeavor. We have an automated 'school messenger outreach' system that automatically makes phone calls for all students who are absent; it is also used for school-wide messages including parent-teacher conferences, report card pick-up, and all other special events planned by the school.

Challenges

As a new school with high expectations we face a number of challenges. One of our major goals is setting up a lab site on each grade that exhibits best teaching practices. We have to tighten instruction in all areas to make this a reality. This is a long-range goal, but we continue to work toward it.

Our data analysis expectations are extremely high. We want the entire learning community (including students) to be able to analyze data as it pertains to them and apply it to teaching and learning. We currently use in-house assessments (paper and computer) and state assessments as tools for analysis. We need to learn how to infuse soft data in this analysis. This is a major challenge for us is in the area of writing. Our focus on our English Language Arts inquiry team is writing; we are struggling to find out how to measure writing samples in a qualitative, standardized way.

The Inquiry Teams at M.S. 424 are up and running for English Language Arts and mathematics. We are very “team” oriented and decisions and systems are established collaboratively. Each team has a focus and an action plan to help us reach our goals. We understand how much deeper and wider our approach must be in developing systems that help us create learning opportunities that can instructionally move our student population.

The work we do at M.S. 424 is strenuous and time-consuming, but in keeping with the SURR recommendation that we increase building morale we struggle to find time to offer extracurricular activities for the staff. Thus far we have had pot luck dinners for parent-teacher conference evenings, a teacher retreat where we created our mission statement, and we are currently planning our year-end celebration.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Usage of Data and Inquiry Team

By June, 2011, the Math Inquiry Team will continue to work in phase III of the process. We will assure that all of our student population's needs are recognized and addressed, and look to achieve our measurable goals of 75% mastery in number sense and 80% of our population making progress. Through this process we will look to increase our percentage of students meeting and exceeding the standards (performance). We will also move toward implementing an inter-disciplinary approach within the inquiry process. The Math inquiry team will contain a science component, and the teachers that deliver instruction in this area will be present in this meeting. The staff members will be all of the mathematics and science teachers that are able to be present, our data specialist, and our mathematics-based assistant principal.

The instruments used to measure our success are our mock, teacher created, diagnostic and unit assessments. In addition, we will use our *exit sheets* as tool to elicit teacher and student feedback. Revising and refining our approach may take place at inquiry sessions if necessary. Our timeline for this objective is now until June. The state scores will also determine our success. We will periodically discuss and review at progress when we discuss class test results that are based on our bi-weekly, comprehensive assessments and unit assessments.

Data drives instruction and determines student intervention and teacher professional development. Data identifies school- wide needs.

2. Increase Punctuality and Attendance

By June, 2011, M.S. 424 will increase punctuality and attendance. We will:

- a. Continue to build capacity with the attendance team and measure progress on a continued basis.
 - b. Continue to use school messenger outreach
 - c. Game night as a reward system
- By using these strategies, we will increase punctuality and attendance by 3%.

Last year our school was in the area of 87% attendance. This was not meeting the expectations of the Chancellor. We need the students to be present to achieve academic success.

3. Implementing of Regents Based Instruction

By June, 2011, M.S. 424 will have 15% of its 8th grade population sit for the New York State Math Regents Exam.

The timeline for implementation will be determined the funding that we are able to allocate to this program. If the program does start, the end of the program will be mid-June. Progress toward the goal will be determined by our regents-level instructor Ms. Horcinova. Ms. Horcinova will be able to monitor the progress that is being made during her regular-day instructional sessions and determine who will be able to negotiate the course and sit for the test. Test scores, participation, and a true understanding of the student's ability will be used as instruments to determine the progress being made by the students who are selected for the program. If the program is going to start, Ms. Horcinova will provide Mr.DeRoberts (assistant principal) with quarterly updates.

4. Parent Involvement

By June, 2011, M.S. 424 will have hosted several events that celebrate our students' achievements and involve the community. By June, 2011, M.S. 424 will have 70% of its student population receive an award. We hope to cumulatively have 25% of our parent population in attendance throughout the year. In a community based school, we need the voice and input of the parents in order to work together in educating productive members of society. We will look to add a Parent Outreach Committee. This committee will meet on a bi-weekly basis to discuss strategies that will engage more parents in the overall educational process and school community. We will have more events that celebrate student achievement and customs from various cultures.

5. To Improve School Tone and Overall Building Morale

By June, 2011, M.S. 424 will have 90% percent of our staff participate in one of our events and have 85% of our parent and student population complete their School Satisfaction Surveys. M.S. 424 will continue to organize instructionally-based staff retreats, pot luck dinners, holiday celebrations, etc. The Heart of Change Organization will assist M.S. 424 with this event. The focus of the retreat will be decided in early October and will be based on our evaluation of our needs and strengths. We will determine these findings by reviewing our 2009/2010 statistics and needs assessment. In order for our school to meet our goals all stake holders have to embrace the mission and vision. The school community must feel safe and supported in order to focus on teaching environment.

This initiative will take place throughout the year. The timeline for implementation will be from the beginning of the school year through June. Our parent and student survey data will be a tool used to determine if we have made progress with this objective. We will also use our level of participation with our instructionally-based/team building retreat and our end-term party participants to gage our success with this objective. Our interim progress will be determined by the staff's participation with our pot luck dinner and number of participants that attend our holiday party. We will also be able to monitor our interim progress by looking at the level of parent and student participation involved with the School Satisfaction Surveys. Mr. Bartley (Event Coordinator) will be able to provide feedback as to how we are proceeding through the year with our staff events and level of participation. The number of participants that attend the retreat will also determine our success (95%).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011 the Math Inquiry Team will continue to work in Phase III of this process and assure that all of our student s’ needs are recognized and addressed. We look to achieve our measurable goals of 75% mastery in number sense and 80% of our population making progress. Through this process we will look to increase our percentage of students meeting and exceeding the standards (performance).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The members of the Math Inquiry Team will be all of the mathematics and science teachers that are able to be present, our data specialist, and our mathematics-based assistant principal. We will review current systems and strategies, trends and student performance. The Math Inquiry Team will meet once a week. We will look at our mock, unit, and comprehensive assessments to monitor the progress that we are making</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Inquiry Team sessions will occur during our regular-day program until the end of the school year.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Our projected gains will be determined by the results of the State Assessments. Our goals are to have 75% of our population reach a mastery level of 75% in number sense and have 80% of our population make progress. Teacher and student feedback exit sheets will also be used periodically to gage our success.</p>

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, M.S. 424 will increase punctuality and attendance by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Usage of School Messenger • Game Night • Attendance Team Articulation • Following the procedures that are outlined in the Mayor’s Initiative
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds as available through the budget as listed in the GALAXY system.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Attendance Team reviews attendance initiatives on a weekly basis. School Messenger contacts the parents of the students who have been absent on that day. We project that we will have a 3% increase in attendance.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, M.S. 424 will have 15% of its 8th grade population sit for the New York State Math Regents Exam. The instruction will be delivered in an after-school capacity until June.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The timeline for implementation will be determined by the funding that we are able to allocate to this program. The program will run until mid-June. Students will attend classes on Tuesdays and Thursdays in an after-school capacity. Ms. Horcinova will be the teacher for the course.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds as available through the budget as listed in the GALAXY system.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will evaluate the students' performance on a bi-weekly basis. Ms. Horcinova will use test scores, participation, and overall background knowledge of the students to evaluate the progress we are making with achieving our goal. Our success will be determined by the students being prepared to sit and have a chance to negotiate the exam. Students' participation and attendance will be a determining factor in how successful we are. Mr. DeRoberts will motivate students to attend the course on a regular basis and display a high level of participation.</p>

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, M.S. 424 will have hosted several events that celebrate our students' achievements and involve the community. By June, 2011, M.S. 424 will have 70% of its student population receive an award. We hope to cumulatively have 25% of our parent population in attendance throughout the year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will organize and host events that involve the community. We hope to have 70% of our student population receive an award by the end of the school year. Our goal is to have 100 parents which is an estimated 25%% of our parent population. We will monitor our progress by keeping track of our award winners and our parents who are in attendance. Ms. Kelleher and Ms. Hunsinger will coordinate the events. Administration will support them in any way that is needed. All teachers for each class will introduce and present the awards to the winners. We will try to have three award ceremonies by mid-June.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funds as available through the budget as listed in the GALAXY system and staff contributions</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will measure this gain by the amount of parents that participate with our initial event. We will look to increase the percentage of parents that attend by 7% from event to event. We will also have a suggestion box for parents to provide feedback.</p>

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May, 2011, M.S. 424 will have 90% percent of our staff participate in one of our events and have 85% of our parent and student population complete their School Satisfaction Surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>M.S. 424 will organize Pot Luck Dinners, Holiday Celebrations, and instructionally-based retreats. We will motivate our parents to come and see the wonderful display of student work and family-like atmosphere in our building. We will then issue the parents and students the survey to be completed within the timeline that has been set by the Department of Education. Our events will be scheduled throughout the school year until the end of June. Mr. Bartley and the Sunshine Committee will coordinate the events. The Sunshine Committee and all staff members will be involved with promoting the events. All staff members will be involved with reaching our percentage of completed surveys.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The instructional retreat will be funded through a portion of our appropriate GALAXY allocations. Staff will also make contributions by preparing dishes. The dinners and celebrations will be funded by the teachers and administration.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We hope to increase our percentage of participants as events are organized. We will look at each events attendance, determine if we are making progress, and if we are on track to reach our goal. Mr. Bartley will also be able to provide feedback. The Survey Coordinator (Mr. DeRoberts) will receive updates from the DOE about the progress that is being made with the number of surveys that are being completed.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	33			12	0	6	2
7	35	32			5	0	17	6
8	15	32			16	0	9	6
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Wilson Reading, Saturday School, SETTS, One to One Tutoring, Small Group</p>	<p>We have Wilson reading for emergent and struggling readers. City Year provides one to one tutoring. Mr. DeRoberts runs a Saturday program for ELA test preparation. Ms. VanMoore provides SETTS. Several teachers, including all CTT educators, do Wilson Reading. Teachers use Empire Test Preparation and Fountas and Pinnell Guided Reading Kits for in-class test preparation sessions.</p>
<p>Mathematics: Small group, one to one, Saturday program/weekday after school math program, curriculum maps.</p>	<p>Mr. Madigan, Ms. Wells, Mr. Bochicchio, Mr. Vernon, Mr. Boyadjian, Ms. Lewis, Ms. Williams, Ms. Hunsinger and Ms. Kelleher provide small- group instruction (A.I.S.). City Year provides one to one tutoring. All math teachers are using X-treme test preparation and New York Mathematics Review Series for in-class test preparation sessions.</p>
<p>Science:</p>	<p>We are currently using the New York City Core Curricula materials. This includes Foss Kits for hands on experimentation and textbooks for reference.</p>
<p>Social Studies:</p>	<p>We are currently using the New York City Core Curricula materials. This includes textbooks, consumable workbooks, and inter-media components.</p>
<p>At-risk Services Provided by the Guidance Counselor: Jeannette Rivera</p>	<p>Jeannette Rivera is the Guidance Counselor who services 34 mandated students. These students are seen either individually or in group.</p>
<p>At-risk Services Provided by the School Psychologist: Mary Singleton</p>	<p>Reviews student gains and deficits at scheduled, tri-annual and at-risk, immediate attention meetings. Information is disseminated and interpreted as needed.</p>
<p>At-risk Services Provided by the Social Worker: Regina Agbanyo</p>	<p>Ms. Agbanyo services 32 students individually and in groups. Wherever necessary she pushes in to provide whole class community building using the NYU Nesting model. She is also assisted by two interns who service another 20 students. She heads the Crisis Team.</p>
<p>At-risk Health-related Services: Dominick Nieves</p>	<p>Dominick Nieves services a number of students that need at risk counseling. Mr. Nieves works with Bronx Mental Health. Mr. Nieves services these students one to one and in groups.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 Number of Students to be Served: 71 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) Isabel Quinones & Edelyne Mercredi

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-8

Number of Students to be Served: 83 LEP

Number of Teachers 2

Other Staff (Specify) Isabel Quinones & Edelyne Mercredi

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At our school there are three ELL instructional models in place. There is one bilingual class for beginner and intermediate students in all grades (6-8), which is referred to as a "bridge class." This class has 26 students and is taught by Juana Jaime, a licensed Spanish bilingual teacher. They receive some content area instruction from other teachers (i.e. social studies and science), but math and ESL are taught by their homeroom teacher and supplemented by AIS.

Our long-term ELL population, as well as our former ELLs have the opportunity to attend our After- School Sports and Study Program. This program is also available on Saturday. The purpose of this program is to enhance the performance levels of our ELL population in mathematics and ELA. In 2008/2009 our progress report identified the lack of progress made with our ELL population. This was one of the only areas that we were unable to show great gains and exceed our targets. Our 2009/2010 progress report showed that we did make gains and hit our targets with our ELL population. Most of our extra credit that we received on our 2009/2010 progress report was generated by our ELL population in mathematics.

Our Inquiry Team will continue to focus on improving in this area. A large part of our success has to be attributed to the after-school component of this program. We hope to have Ms. Juana Jaime, continue to drive the instruction during these sessions. The program sessions are on Tuesday and Thursday, from 3:30 p.m. to 5:30 p.m. On Saturday the program runs from 9:00 a.m. to 12:30 p.m. An estimated 18 - 20 students attend these sessions. All three grades are serviced during these sessions.

There is also one licensed ESL teacher, Brian McGuinness, who provides services for all ELLs who are not placed in the bilingual class. This teacher pushes into several ELA and mathematics classes across grade levels to support and conference with advanced

ELL students. The ESL teacher sometimes leads whole-class lessons that implement specific ESL teaching strategies, or moves around the room to assist individual students. Approximately one period per week, these students are pulled out into a small group setting to provide intense support in ELA or any other content area subject.

The Heart of Change Organization provides the entire staff with professional development. The focus will continue to be differentiated instruction. We will also continue to establish systems that help with building community. The sessions will take place during both semesters of the school year. The information is used for our regular-day program instruction and in an after-school capacity. Ms. Jaime and Mr. McGuinness work with the facilitators to implement best practices and new modalities for our ELL population. The Heart of Organization is paid \$650 per session.

The remaining ELLs, mainly beginner and intermediate ELLs and students with IEPs, are pulled out of their classes according to a set schedule. Groups were arranged around the school's program schedule, and therefore the groups are a heterogeneous mix of grade and proficiency levels. There are four scheduled groups that meet during half of the ELA block, each with approximately six to seven students. Some of the students who receive pull-out instruction are also supported when the ESL teacher pushes into their classes as well. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and writing are present in all program models to enrich language development.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ELL personnel at our school (bilingual and ESL instructors) are informed of and encouraged to attend the various professional development opportunities offered throughout the year (i.e. Bronx BETAC). All teachers are also encouraged to attend ELL training, and may be arranged at any point in the year. In the beginning of the year, the ESL teacher gives a presentation informing teachers to create awareness of our ELLs, available programs and strategies that may be helpful in the classroom.

Please provide a full description of professional development program and activities

The outside service provider that supports us in our efforts to instruct not only this population, but the entire M.S. 424 student population, is The Heart of Change organization. Through hands-on professional development, our instructors, along with all administrators, learn explicit methods for differentiation (3 Tier Differentiation, book-marked web sites, text-based protocols, differentiation through grouping, etc.). This explicit professional development includes scaffolding strategies that assist teachers in planning and delivering instruction to our ELLS. These professional development activities are in alignment with our instructional program offered under Title III.

Heart of Change provides these professional development sessions approximately once per month. The M.S. 424 administration and staff practice the particular strategies or skills taught so that the learning community can give specific feedback to Heart of Change in terms of how the practices are working with our entire student population. Heart of Change uses this data as a needs assessment tool in planning upcoming professional development sessions.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1) (b)

School: 08x424 BEDS Code: 3208000010424

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,022.56	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 72 hours x 41.98=\$3,022.56
Purchased services - High quality staff and curriculum development contracts.	\$6,977.44	Consultant, Laurie Alfest and Fern Berenberg meet with teachers and administrative cabinet on a monthly basis to discuss curricula and differentiated instruction
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

Educational Software (Object Code 199)	\$5,000	(Example: 2 Rosetta Stone language development software packages for after school program) Apengea Math Program
Travel	N/A	
Other	Cost unknown	L.I.S Interpretation
TOTAL	\$15,000	

LAP 2009-2010

M.S. 424

Part I: School ELL Profile

Language Allocation Policy Team

Leadership Learning Support Organization

District 8 – MS 424

Principal: Dr. John Hughes

Assistant Principal: Joseph DeRoberts

Coach: Bill Madigan

ESL Teacher: Bryan McGuinness

Guidance Counselor: Jeanette Rivera

Teacher /Subject Area: Juan Jaime/Bilingual

Parent Coordinator: Wanda Cabrera

Network Leader: Irene Rogan

Teacher Qualifications

Number of ESL Certified Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

School Demographics

Total Number of Students in School	400	Total Number of ELLS	83	ELLs as Share of Total Student Population (%)	20.75%
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Part II: ELL Identification Process

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information

documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using a transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. Only the students who show up on the RLER list on ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility.

Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms. The ESL coordinator and parent coordinator

also notify parents when a student could be transitioned from bilingual to monolingual with ESL. This is usually based on a student having been in a bilingual class for more than 3 years or if the student has scored on the advanced level on the NYSESLAT. The parents are informed of how their student could benefit from being transitioned, but the final decision is up to the parent. These meetings and conversations with parents are translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. There has been very little participation by parents in the past few years. Last year no parents attended the information sessions. This fall only one parent attended. Most students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. There have been a few parents who are curious about it, as well as self-contained ESL classes for beginner students who want full immersion. Therefore we are discussing the possibility of creating self-contained ESL classes for the following school year, although no final decision will be made as of yet.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown

<i>ELL Program</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>Total</i>
TBE	5	5	14	24
ESL Push In	16	25	18	59
Total	21	30	32	83

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

ALL ELLs	83	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	33
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	19

ELLs by Subgroups

ELLs years	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term (completed 6)		
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education

TBE	22	0	0	2	0	0	0	0	0
ESL	22	0	10	18	0	11	19	0	12
Total	44	0	10	20	0	11	19	0	12

*Number of ELLs in a TBE program who are alternate placement: 0

C. Home Language Breakdown and ELL Programs

TBE: Number of ELLs by Grade in Each Language Group

	6	7	8	Total
Spanish	5	5	14	24
Total	5	5	14	24

Freestanding ESL: Number of ELLs by Grade in Each Language Group

	6	7	8	Total
Spanish	14	25	17	56
French	2	0	0	2
Other (Amharic)	0	0	1	1
Total	16	25	18	59

D. Programming and Scheduling Information

TBE (heterogeneous, ungraded): At our school there are three ELL instructional models in place. There is one transitional bilingual class (TBE) for beginner and intermediate students in all grades (6-8), which is referred to as a "bridge class." Students in these classes receive some content area instruction from other teachers (i.e. social studies and science), but math and ESL are taught by their homeroom teacher and supplemented by AIS. Students are taught in both Spanish and English. Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their instruction in Spanish (approximately 75%) and ending with students receiving only around 25% of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day)

ESL Push-In (heterogeneous, ungraded): There is also one ESL teacher who provides services for all ELLs who are not placed in the bilingual class. This teacher pushes into several ELA classes across grade levels to support and conference with ELL students. The ESL teacher sometimes leads lessons to the

whole class that implement specific ESL teaching strategies, or moves around the room to assist individual students. Sometimes, he calls ELL students aside into an area of the room to supplement instruction with a small group conference about the topics. Approximately one period per week, these students are pulled out into a small group setting to provide focused support in ELA or any other content area subject (see below). The native language is only used to assist transfer of vocabulary and other language knowledge to the second language.

(ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

ESL Pull-Out (heterogeneous, ungraded): The remaining ELLs, mainly beginner and intermediate ELLs and students with IEPs, are pulled out of their classes according to a set schedule. Groups were arranged around the school's program schedule, and therefore the groups are a heterogeneous mix of grade and proficiency levels. There are four scheduled groups that meet during half of the ELA block, each with approximately six to seven students. Some of the students who receive pull-out instruction are also supported when the ESL teacher pushes into their classes as well. The native language is only used to assist transfer of vocabulary and other language knowledge to the second language. The pull-out program has an emphasis on improving vocabulary and reading and writing fluency. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and writing are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

The plan for next year is to keep the bilingual and ESL programs in place. The possibility of more language support for ELLs in the bilingual program will be investigated. The ESL program will try to shift more toward a push-in model as more students reach advanced levels and long-term status. Organization within the ESL program could be improved by the grouping and placement of ELLs in specific monolingual classes prior to the school year. This would maximize the efficiency of both pull-out and push-in models, and allow for flexibility and more individualized attention within the program. All ELLs are eligible for and encouraged to join our after school programs based on the Renzulli approach, as well as Saturday classes and non-school based enrichment programs. The Renzulli and Saturday programs are funded by the school, and the non-school based enrichment programs are run by CityYear and Graham-Windham.

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. They have a double block (two forty-eight minute periods) of ESL per day, five days per week. There is one advanced student in the class who has been mainstreamed into a monolingual ELA class. In order to keep these ELLs on track in content area classes, these students do not receive explicit NLA instruction, but they do receive it through some of their content area subjects (i.e. science and social studies).

As a result of there being only one ESL teacher and almost sixty ELLs in both general and special education classes throughout the school, the mandated time of ESL instruction for all of these ELLs is not fulfilled for beginning and intermediate students (360 minutes). All advanced, intermediate and beginning students receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. These students are pulled out of classes three periods per week for ESL instruction in a small group setting of six to eight students. The ELLs in the push in classes are serviced between 1-3 periods per week to fulfill the remainder of their mandated time. The reality of the situation (high student-teacher ratio, spatial constraints and scheduling issues) has rendered us unable to fulfill all of the mandated hours for all ELLs. Many ELLs at all proficiency levels have been receiving ESL services for more than six years, but have never been able to pass the NYSESLAT. In most of these cases, students no longer have language issues. Nevertheless, all ELL students in the school (with the exception of X-coded ELLs with IEPs and students tested in error) are currently being at least partially serviced for ESL. Also, all ELLs outside of the bilingual program receive two periods of ELA instruction daily, and all ELLs in all programs, grade levels and proficiencies receive the required amount of instructional time in all content areas. We are currently trying to rearrange scheduling to find a different way to approach our ELL population's time mandates. We are also looking towards next year for different ways to group the students before the year begins so that they will be easier to manage, organize and instruct.

There are no flagged SIFE students currently enrolled at M.S. 424, but other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. ELLs placed in monolingual classes who have been receiving services for less than six years are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for

these ELLs is to achieve an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. Most of these students are placed in groups with general education students. However, one group of long-term beginner ELLs with special needs receive push-in instruction from the ESL teacher three days per week in the ELA block. This class focuses mainly on the writing process and vocabulary building. Also, our bilingual IEP specialist is beginning a program focusing on our long-term ELLs, using small group instruction to improve reading fluency and math.

AIS (pull-out Academic Intervention Services) is available for ELLs in ELA, math and all other content areas. It is available for ELLs in Spanish for all subjects, but we are unable to service students with other native languages. Many of the students who are pulled out for AIS services throughout the day are ELLs. CityYear also runs a program of one-on-one reading and tutoring that services many of our ELLs. Our school's Inquiry Team has focused in on ELLs in math this year, so some AIS is now specifically targeting ELL students. ELLs who reach proficiency on the NYSESLAT are closely monitored for the continuation of language support, but do not explicitly receive ESL services. These students are granted testing accommodations (extended time) on state exams for two years after they have scored proficient on the NYSESLAT.

All students in the school (ELLs included) are involved in the 100 Book Challenge program. All classrooms, including the ESL and bilingual classes, now contain SmartBoards and are used on a daily basis to enrich instruction and cater to different learning styles. There are two internet-linked computer labs (desktop and laptop), one of which is available at request for all classes. Laptops are also available to be brought into the classroom to assist instruction. Bilingual and ESL groups both have the privilege to use this facility to facilitate their instruction insofar as the instructor has put in a request. ELLs are able to participate in the Dimension game program. Each student is able to bring home a CD with the game that helps them with math skills through repetition in a video game format. The bilingual class has the following native language materials: math, science and social studies textbooks (by grade), Spanish reading books, Spanish dictionaries. Also, the school has started using the Apangea computer program, which all students may use during their technology classes. Apangea is a math program that has live bilingual one-on-one tutoring available. The bilingual class has bilingual glossaries for math, science and

social studies. It also has class sets of Spanish textbooks in all content areas. Amharic and French dictionaries have also been purchased on an individual basis for African ELLs.

F. Professional Development and Support for School Staff

The ELL personnel at our school (bilingual and ESL instructors) are informed of and encouraged to attend the various professional development opportunities offered throughout the year (i.e. Bronx BETAC). In addition, the testing coordinator has raised awareness of the school's ELLs through both the Math and ELA Inquiry Teams, focusing on ELLs in both subject areas and working with a team of teachers to evaluate data and determine the best practices and strategies to serve the population. The testing coordinator and assistant principals (who also head these Inquiry Teams) disseminate this information at grade level and content area teacher meetings, which are held regularly.

Professional development related to ELLs for all school personnel is not yet in place at our school. The parent coordinator, ESL coordinator and bilingual teacher will be responsible for organizing and implementing specific professional development opportunities for all staff. We hope this will inform our teachers and related staff to of available programs and best strategies that may be helpful in the classroom. All teachers will also be encouraged to attend ELL training outside of the school, which may be arranged at any point in the year.

The guidance counselor at our school is bilingual and capable of assisting all ELLs in choosing an appropriate high school. They are supported throughout the process by counselors and also their ELL providers (bilingual and ESL instructors). They are informed of the kinds of ELL programs available in high school and what is to be expected as they transition to ninth grade.

G. Parental Involvement

The Leadership Organization and our parent coordinator were responsible for orchestrating parental involvement at our school. This year, we are no longer working with the Leadership Organization. Therefore our bilingual parent coordinator works with our ESL teacher and bilingual IEP specialist to address the needs of ELLs' parents. Spanish-speaking staff are always available for translation services during meetings with parents and if necessary, translation services for other languages are available. Parent

meetings with the parent coordinator, ESL coordinator, guidance counselor and IEP specialist are encouraged to address any issues that parents may have. Information sessions for program placement are available for the parents of newly arrived ELLs. Also, the parent coordinator and ESL coordinator have planned for development programs for the parents on how to facilitate their child's acquisition of English through both academic and recreational activities that involve reading or math (i.e. cooking at home). Parent needs are measured by the official school survey (last year we had an 80% response rate) as well as the parent survey distributed with the initial entitlement letter. After-school and Saturday programs are offered, and workshops will take place to show parents how these programs are integral to the academic success of their children.

Part IV: Assessment Analysis

A. Assessment Analysis

Analysis of LAB-R/or NYSESLAT results for the school 2009

Level	6	7	8	Total
B(Beginner)	6	7	16	29
I(Intermediate)	6	14	12	32
A(Advanced)	7	8	3	18
Total Tested	19	29	31	79

NYSESLAT Modality Analysis 2009

		6	7	8
Listening/Speaking	B(Beginners)	0	2	6
	I(Intermediate)	1	3	1
	A(Advanced)	9	11	11
Reading/Writing	B(Beginners)	1	4	11
	I(Intermediate)	6	12	12
	A(Advanced)	6	6	2

NYS ELA Results for ELLs 2009

Grade	Level 1	Level 2	Level 3	Level 4	Total
6	3	6	5	0	14
7	0	18	1	0	19
8	2	14	1	0	17

NYS Math Results for ELLs 2009

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	4	0	3	1	6	0	1	0	15
7	6	1	12	2	2	0	0	0	23
8	3	1	10	7	3	1	0	0	25

NYS Science Results for ELLs 2009

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	13	6	9	5	0	1	0	0	34

NYS Social Studies Results for ELLs 2009

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	10	0	10	13	0	0	0	0	33

Native Language Reading Tests

	Percent of ELLs Passing Test
ELE Spanish Reading Test	53.8%

B. Analysis of Assessment Data

The data analysis of our ELL population shows that of the 59 ELLs who are in monolingual classes, 33 have IEPs (more than 50%). Therefore one of our priorities is to focus attention on these ELLs. Also, 39 of the 59 ELLs in monolingual classes have been serviced for more than four years, 19 of whom have been serviced for more than six years. Therefore we need to address why these students are unable to perform on the NYSESLAT. We need to ask ourselves is it a language issue or a cognitive issue? The data also shows that there are many more ELLs in the 7th and 8th grade than in the 6th grade (32 eighth graders, 30 seventh graders, 21 sixth graders). However there are more beginner (29) and intermediate ELLs (32) than advanced (18) level ELLs. Eighth grade has the greatest number of beginner ELLs (16 of 31), seventh

grade has the greatest number of intermediate ELLs (14 of 29), and also the greatest number of advanced ELLs (8 of 29). There are only 3 advanced ELLs in the eighth grade out of 31 students. Speaking and listening proficiencies, even among the majority of the beginning students, are advanced across all grade levels (9 out of 10 in sixth grade, 11 out of 16 in seventh grade, 11 out of 18 in eighth grade). NYSESLAT scores show that reading and writing are the most difficult modalities for our ELLs, particularly writing. Only 14 students scored as advanced on the reading and writing portions of the NYSESLAT last year. As a result of this data, vocabulary, reading comprehension, and the development of writing through graphic organizers and other methodologies are implemented in ELL instruction. The 100 Book Challenge will tailor a vocabulary and reading program for each individual student, enabling them to progress in reading. Writing workshops will also be implemented to improve ELLs' writing fluency in English.

Out of 48 students tested, only 6 ELLs scored a 3 on the ELA exam last year. The majority of ELL students (38) scored a 2 on the ELA exam. All ELL students who scored a 1 on the ELA exam last year were IEP students with learning disabilities. Last year, 50 ELL students took the math exam in English and 13 ELL students took the test in Spanish. According to the data, students did not fare better or worse based on the language that they were tested in. Only one ELL scored a 4 math exam (in English) and no ELLs earned a 4 in ELA. Students in the TBE class are scoring lower on English periodic assessments than students in free-standing ESL. According to math periodic assessments, they are scoring slightly higher than those in free-standing ESL. School leadership and teachers are using the results of the ELL periodic assessments to determine whether students from the TBE class can be partially or fully mainstreamed into a monolingual learning environment for ELA or math. Also, this data helps to determine AIS groups, which are pulled out by a variety of content teachers to focus on certain strands that are highlighted as weaknesses on these assessments. There is also a full class comprised of students who are weak on math assessments that uses the Apangea learning program in the computer lab. The school is learning ELL's reading levels, and their strengths and weaknesses on different strands in math and ELA through periodic assessments. The data shows that ELLs are lower in math and ELA than the rest of the school population, especially ELLs in the TBE class. Periodic assessments are available in Spanish for the TBE class, but they are not available in native languages other than English or Spanish.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 8	School MS 424
Principal Dr. John Hughes	Assistant Principal Joseph DeRoberts
Coach Bill Madigan	Coach
ESL Teacher Bryan McGuinness	Guidance Counselor Jeanette Rivera
Teacher/Subject Area Juana Jaime/Bilingual	Parent
Teacher/Subject Area	Parent Coordinator Wanda Cabrera
Related Service Provider	SAF
Network Leader Elmer Myers	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	400	Total Number of ELLs	83	ELLs as Share of Total Student Population (%)	20.75%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

- 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.
- 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.

Part III: ELL Demographics

A. ELL Programs

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.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	5	14	24
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out							16	25	18	59
Total	0	0	0	0	0	0	21	30	32	83

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	33
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	19

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	0	0	2	0	0	0	0	0	24
Dual Language										0
ESL	22	0	10	18	0	11	19	0	12	59
Total	44	0	10	20	0	11	19	0	12	83

Number of ELLs in a TBE program who are in alternate placement: 0

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	TOTAL
Spanish							5	5	14	24

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

Chinese																					0	
Russian																						0
Bengali																						0
Urdu																						0
Arabic																						0
Haitian Creole																						0
French																						0
Korean																						0
Punjabi																						0
Polish																						0
Albanian																						0
Yiddish																						0
Other																						0
TOTAL	0	5	5	14	5	14	14	14	14	14	24											

Dual Language (ELLs/EPs)

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP																					
Spanish																					0	0	
Chinese																						0	0
Russian																						0	0
Korean																						0	0
Haitian Creole																						0	0
French																						0	0
Other																						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:
Native American:	White (Non-Hispanic/Latino):
	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	TOTAL
Spanish							14	25	17	56
Chinese										0
Russian										0
Bengali										0
Urdu										0

Arabic										0
Haitian Creole										0
French							2			2
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other									1	1
TOTAL	0	0	0	0	0	0	16	25	18	59

Programming and Scheduling Information

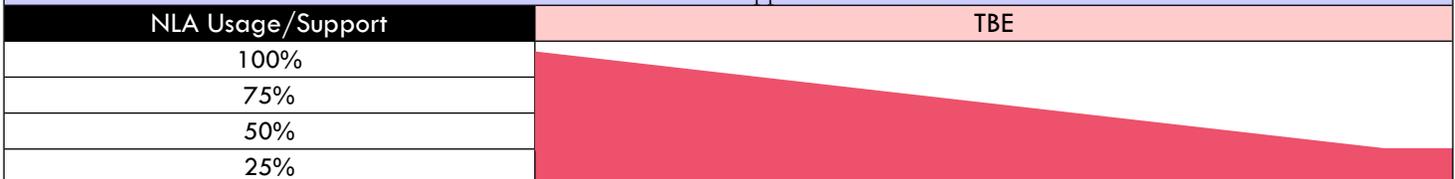
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (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])?
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)?

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	Instruction for ELL subgroups? Instructional plan for SIFE.		
ESL instruction for <i>all</i> ELLs as required under CR Part 154	Instruction for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires instruction for ELLs after one year, specify your instructional plan for these ELLs. 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	Instruction for ELLs receiving service 4 to 6 years. Instruction for Long-Term ELLs (completed 6 years).		180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							6	7	16	29
Intermediate(I)							6	14	12	32
Advanced (A)							7	8	3	18
Total Tested	0	0	0	0	0	0	19	29	31	79

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B							0	2	6
	I							1	3	1
	A							9	11	11
READING/ WRITING	B							1	4	11
	I							6	12	12
	A							6	6	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	6	5	0	14
7	0	18	1	0	19
8	2	14	1	0	17
NYSAA Bilingual Spe Ed					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	4	0	3	1	6	0	1	0	15
7	6	1	12	2	2	0	0	0	23
8	3	1	10	7	3	1	0	0	25
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

NATIVE LANGUAGE READING TESTS	
Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)

ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. 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?
4. 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?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph DeRoberts	Assistant Principal		
Wanda Cabrera	Parent Coordinator		
Bryan McGuinness	ESL Teacher		
	Parent		
Juana Jaime	Teacher/Subject Area		
Bill Madigan	Teacher/Subject Area		
	Coach		
	Coach		
Jeanette Rivera	Guidance Counselor		
	School Achievement Facilitator		

Elmer Myers	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

Translation and interpretation services are provided to the parents based on the languages reported through the home language survey, registration paperwork, blue emergency cards, and the ATS report RHLA (home language aggregation report.) Upon entering the school building there is a Language Poster posted on the wall by the sign in desk. If needed, the parent can point out their native language on the poster. While registering their children parents fill out the Home Language Survey indicating the language spoken at home. In addition, when parents fill the Blue Address Cards they check off which language they want to receive information in. There is also a copy of the Language Identification Card in each registration packet in case it is needed. The information compiled is used to identify the languages needing translation services. We will also use L.I.S Interpretation.

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.

In our school's population, Spanish is the major language in need of translation. We also have one family of each of the following languages: French, one French-KHMER, one Amharic (aka Ethiopian), and one Twi speaking family. Data compiled is disseminated to the staff via memo and e-mail format. Each administrator and teacher were advised on the language spoken at home in case contacted was required during the school year.

Part B: Strategies and Activities

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	493,121	13,403.00	493,121
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,931		4,931
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		134.03	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,656		24,656
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		670.15	
6. Enter the anticipated 10% set-aside for Professional Development:	49,312		49,312
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1340.30	18,403

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. M.S. 424 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, and all school-wide events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Parents will participate in monthly PTA meetings, SLT and all sub-committees of all these bodies. Also they will attend Parent Teacher conferences, Bingo night, Orientation meetings for incoming 6th grade families, and workshops. These workshops will be of a variety of topics for the parents such introducing the State Standards and how the curriculum implements them in the classroom. Another topic is how the ARIS program can strengthen the home-school partnership. By setting up workshops with the IEP team discussing the upcoming evaluations process parents will be informed of their rights. Partnership with the Graham Windham After-School Program provides parents with free computer classes, free GED classes and ESL classes. When parents are informed they become better parents and a better support system for both their children and the school. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents involve backpacking of notices, posting notices in and outside the building, mass phone messaging, and via email communications.

In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English, French, Arabic, and Spanish when available to take home to parents. The parent coordinator will provide parents with a monthly parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

M.S. 424 will conduct new PTA and SLT elections to be held in early October to elect a new board for both. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

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Sonya Johnson, Assistant Principal

**M.S 424-THE HUNTS POINT MIDDLE SCHOOL
SCHOOL/PARENT INVOLVEMENT PLAN**

School wide policy statement addressing the school’s Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. M.S. 424 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, and all school-wide events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Parents will participate in monthly PTA meetings, SLT and all sub-committees of all these bodies. Also they will attend Parent Teacher conferences, Bingo night, Orientation meetings for incoming 6th grade families, and workshops. These workshops will be of a variety of topics for the parents such introducing the State Standards and how the curriculum implements them in the classroom. Another topic is how the ARIS program can strengthen the home-school partnership. By setting up workshops with the IEP team discussing the upcoming evaluations process parents will be informed of their rights. Partnership with the Graham Windham After-School Program provides parents with free computer classes, free GED classes and ESL classes. When parents are informed they become better parents and a better support system for both their children and the school. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents involve backpacking of notices, posting notices in and outside the building, mass phone messaging, and via email communications.

In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English, French, Arabic, and Spanish when available to take home to parents. The parent coordinator will provide parents with a monthly parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

M.S. 424 will conduct new PTA and SLT elections to be held in early October to elect a new board for both. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high

standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact -

I. General Expectations

M.S. 424-The Hunts Point Middle School agrees to implement the following statutory requirements:

- M.S. 424-The Hunts Point Middle School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- M.S. 424-The Hunts Point Middle School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- M.S. 424-The Hunts Point Middle School will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- M.S. 424-The Hunts Point Middle School will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- M.S. 424-The Hunts Point Middle School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;

- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

M.S. 424-The Hunts Point Middle School will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Hold Monthly Parent/Teacher meetings
- Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Invite parents to participate in open houses to advocate for the school
- Whenever available, parents are invited to participate in school-wide events like informational workshops, book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. M.S. 424-The Hunts Point Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams), gang awareness workshop and ARIS computer workshops to help parents stay informed.
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

4. M.S. 424-The Hunts Point Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the

findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. M.S. 424-The Hunts Point Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and ARIS computer workshop to help parents stay informed
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter; school-wide events i.e. book fairs and health fairs and collaborating with teachers to help promote any school events to parents. This will promote a family environment within the school community.

6. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, ad, to the extent practicable, in a language the parents can understand:

- Monthly packets are distributed to students and emailed to parents. Packet includes: monthly parent newsletter, school calendar, dates-to-remember, any/all information sent from the district office and more.
- Information is given out in English, French, Arabic and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by M.S. 424-The Hunts Point Middle School on 11/20/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact School-Parent Compact:

MAY 2009

M.S. 424-The Hunts Point Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions School Responsibilities:

M.S. 424-The Hunts Point Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 17, 2009 and February 25, 2010.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Support Staff will develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.
 - Parent coordinator is available to help parents with any immediate questions and/or concerns.
 - Main office staff is composed of a bilingual staff readily available to assist with parent's questions and/or concerns.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
 - Parents can arrange classroom visits with their child's advisor and subject teacher.
 - Parent coordinator is available to accept requests from parents regarding volunteer opportunities.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, an, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutives weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and ensuring that students are in school on time everyday.
- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A representative on the school's Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.



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School-Parent Compact

I. General Expectations

M.S. 424-The Hunts Point Middle School agrees to implement the following statutory requirements:

- M.S. 424-The Hunts Point Middle School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- M.S. 424-The Hunts Point Middle School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- M.S. 424-The Hunts Point Middle School will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- M.S. 424-The Hunts Point Middle School will involve the parents of children served in Title I, Part programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- M.S. 424-The Hunts Point Middle School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - d. that parents play an integral role in assisting their child’s learning;
 - e. that parents are encouraged to be actively involved in their child’s education at school;
 - f. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

M.S. 424-The Hunts Point Middle School will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Hold Monthly Parent/Teacher meetings
- Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Invite parents to participate in open houses to advocate for the school
- Whenever available, parents are invited to participate in school-wide events like informational workshops, book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. M.S. 424-The Hunts Point Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams), gang awareness workshop and ARIS computer workshops to help parents stay informed.
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

4. M.S. 424-The Hunts Point Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. M.S. 424-The Hunts Point Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

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- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter; school-wide events i.e. book fairs and health fairs and collaborating with teachers to help promote any school events to parents. This will promote a family environment within the school community.

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- Information is given out in English, French, Arabic and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by M.S. 424-The Hunts Point Middle School on 11/20/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact School-Parent Compact:

M.S. 424-The Hunts Point Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions School Responsibilities:

M.S. 424-The Hunts Point Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 17, 2009 and February 25, 2010.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Support Staff will develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.
 - Parent coordinator is available to help parents with any immediate questions and/or concerns.
 - Main office staff is composed of a bilingual staff readily available to assist with parent's questions and/or concerns.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
- Parents can arrange classroom visits with their child's advisor and subject teacher.
- Parent coordinator is available to accept requests from parents regarding volunteer opportunities.

5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

6. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and ensuring that students are in school on time everyday.

- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A representative on the school's Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - Both inquiry teams used last year's ELA/math state examinations to analyze trends across the school and student strengths and deficits.
 - The school year begins with mock ELA and math assessments to compare with last year's state data and to create a base-line. We run the mock exams again in late February/early March to refresh our data and rotate our groups, if necessary.
 - The school continues to monitor students through city-wide periodic assessments.
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- We teach using a quality standards-based curriculum (math, language arts, science and social studies). We use the Teachers College workshop model in language arts and have adapted this model across the content. We use different modalities of instruction looking to target the specific needs of our various subgroups. We differentiate instruction to meet the students where they are, with an eye toward moving them to the next level of individualized academic achievement.
 - We have an afterschool program that was designed specifically to meet the needs of our diverse population. We have a dual language component for our English language learners, a separate basic instructional curriculum for our general and special education population and two math programs – one that uses technology to teach mathematics and another that drills basic computation and critical thinking skills through the use of LEGO kits and games. We are experimenting with a kinesthetic approach to learning. Through our dual language program we are working toward assisting the students in understanding differences and embracing diversity.
 - We are attempting some new and innovative teaching through using LEGOs to teach computation, team building and data collection and representation. We are teaching language arts through games. Our math Club has access to the computer lab to enhance basic math instruction. We are using an instructional technology approach to teach the mathematics curriculum, and to assist students in understanding basic mathematics computation and formulas. We are adding I-Pad instruction to teach guided reading and paired-peer reading. We will also use the I-Pads to create listening stations.
 - We work very closely with our Beacon program to provide further after-school curricula in an attempt to supplement instruction.
 - The Beacon provides funding for many of our enrichment activities such as pumpkin picking excursions, movie trips, coat drives and gift exchange during the holidays. Our feeling is if we address the basic and social emotional needs of our students, we can build community and trust. We are invested in developing the whole child.
 - All after-school programs offer homework help.
3. Instruction by highly qualified staff.
- All of our teachers are fully certified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
- We continue to work with the Heart of Change organization to assist us in differentiating instruction.

- Staff is always informed of and encouraged to attend professional development outside of the school building for their targeted area.
 - The Beacon has provided our counselors and social workers with thirty hours of training through Planned Parenthood.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We have no vacancies.
 6. Strategies to increase parental involvement through means such as family literacy services.
 - We have scheduled a Literacy Fair for the spring. Students will have the opportunity to showcase their uniquely authored and published work for their parents.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - We have implemented a new reading initiative with our feeder school where our tutored students read to a group of youngsters.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Through inquiry teams and grade level meetings teachers have the opportunity to present new ideas for academic achievement and to analyze assessments given.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - We offer AIS sessions to our pushable/slippable students in both major content areas.
 - We have organized a tutoring program using our City Year Corps Members.
 - We take advantage of the Young Heroes program offered by City Year to administer tutoring after school.
 - We use our state exam data, along with examination predictive scores to target students for tutoring.
 - Through the Beacon we have partnered with Public Service Corps—America Reads for literacy tutoring. Interns will support the after-school program using a push-in/pull-out model for individualized and differentiated instruction.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - We are working with the Beacon to offer adult ESL classes.
 - We are working with the Beacon to offer job training.
 - With the Beacon, we are in the early stages of planning an anti-bullying presentation for students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have informally, formally, and diagnostically assessed and recognized the needs of our ELLs. We have used the data to appropriately place the students in classes, where together they will have a greater chance to excel and maintain a focused, consistent approach to understanding and processing the curriculum. Our ESL teacher, Mr. Brian McGuinness is then able to service them through a push-in or push-out approach. This method allows us to plan more efficiently and better address the specific needs of our ELL population.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through conversing with the teachers and students, observations made by the administration, and data analysis, we have determined that the findings are relevant to our school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence can be found by analyzing our internal data, reviewing our progress report and conversing with our students and instructors that deliver instruction to this particular population. Our educators have been very boisterous in stating that the material and the terminology used in Impact Math, is not only tough for the entire student body, but extremely hard for our ELL population to negotiate. It has been stated that the material is not student or teacher friendly. There is a consensus that the material is not conducive to the students needs. Some of our staff has had a difficult time within the terminology being used to explain the process involved with teaching a particular content strand.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school has provided professional development on “Making Material Work for You.” This workshop was designed to show educators how to use different material and supplemental materials to instruct the students and achieve mastery with particular content strands and performance indicators. Our staff has worked closely with the Assistant principal. Math terminology charts were handed out. Lower level vocabulary which was synonymous with the terminology and content explaining the process found in the Impact Math texts was highlighted and explained. This provided the students with a better opportunity to understand the terms and process involved with the concept.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. By engaging in formal and informal observations administration has found that this finding is not relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Informal/formal observations showed evidence of teachers using the Workshop Model and the three tier approach to differentiate instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

We used informal observations, formal observations, teacher to administration articulation sessions and feedback from the students and parents. Our school program does not mirror the findings that are mentioned above.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The majority of our students were engaged and participating during the sessions with the instructors. The modifications that we made and assistance that was provide by administration allowed this to happen. Our students and teachers were very involved with technology and mathematics being instructed through an interdisciplinary approach. Mr. Jordan Alonzo incorporates mathematics into his technology sessions. Our teachers used the workshop model to stay "time- on- task" oriented and maintained their focus with motivational modalities.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. In 2008/2009 we became a new school (M.S. 424). We began the year with highly qualified teachers (NCLB terminology). We retained over 90% of our staff.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We retained over 90% of our staff.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We interviewed our ESL Teacher and appropriate members of our staff.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our ESL Teacher, as well as classroom teachers that have ELL students, informed us that the opportunities to learn about different modalities are limited and not really advertised.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Our ESL Teacher, Bilingual Teacher, and Parent Coordinator will provide in-house professional development. We will also look to City Year to assist us with this initiative.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. The school's administration has met with the Parent Coordinator, Data Specialist and ESL Teacher to make sure that all of the information is current and made available to the appropriate staff.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Administration holds articulation sessions with educators who instruct these students during the daily program. Sessions are also held with personnel who are responsible for disseminating this information.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Administration and SBST has individual meetings with teachers if the IEP is available. Professional Development sessions are organized to make sure that all of our staff that services this population is familiar with the modifications and accommodations. These sessions are facilitated by our IEP and SETTS teachers.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our teachers are kept abreast of all of the students' needs if the IEP is available. Teachers and staff can articulate the needs of the students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Teachers have documented behavioral issues and trends with academics. These issues are discussed at grade level, Special Education and Inquiry Team meetings.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Consistent behaviors that are recognized by teachers and administration, dispels the relevance of this finding. There is a consensus amongst the two entities in feeling that the majority of the students that are recognized need these modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Appropriate staff members will continue to document and produce necessary information. All of this information will be provided to the CSE and we will make sure that all the components of this committee are working in the best interest of the child.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **19**
2. Please describe the services you are planning to provide to the STH population.

The school has variety of services that are available to this population. These services include extended services, after school programs, Saturday programs that include test preparation, a healthy breakfast and lunch and a motivational raffle. We have the Grand Windham Beacon program that services the community in a variety of ways. Grand Windham offers extended food services in the after- school setting. We also have events and festivals that the parents and students are invited to. These events are to celebrate accomplishments and collaborate with the community. The Early Morning Fitness program is also available in our building. This gives the students the opportunity to exercise and eat a nutritious breakfast. The "Rock Shop is also open on Fridays. Plenty of items are available for the students to choose from including clothing, school supplies and hygienic material.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.



Hunts Point Middle School

“...On the Verge of Greatness...”

Middle School 424

730 Bryant Avenue

Bronx, New York 10474

Telephone (718) 328-1972/fax (718) 328-7330

John Hughes, Ed. D, Principal

Joseph DeRoberts, Assistant Principal

Sonya Johnson, Assistant Principal

School-Parent Compact

I. General Expectations

M.S. 424-The Hunts Point Middle School agrees to implement the following statutory requirements:

- M.S. 424-The Hunts Point Middle School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- M.S. 424-The Hunts Point Middle School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- M.S. 424-The Hunts Point Middle School will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- M.S. 424-The Hunts Point Middle School will involve the parents of children served in Title I, Part programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- M.S. 424-The Hunts Point Middle School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - g. that parents play an integral role in assisting their child’s learning;
 - h. that parents are encouraged to be actively involved in their child’s education at school;
 - i. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

M.S. 424-The Hunts Point Middle School will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Hold Monthly Parent/Teacher meetings
 - Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings
2. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Invite parents to participate in open houses to advocate for the school

- Whenever available, parents are invited to participate in school-wide events like informational workshops, book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. M.S. 424-The Hunts Point Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams), gang awareness workshop and ARIS computer workshops to help parents stay informed.
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

4. M.S. 424-The Hunts Point Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. M.S. 424-The Hunts Point Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and ARIS computer workshop to help parents stay informed
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter; school-wide events i.e. book fairs and health fairs and collaborating with teachers to help promote any school events to parents. This will promote a family environment within the school community.

6. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, ad, to the extent practicable, in a language the parents can understand:

- Monthly packets are distributed to students and emailed to parents. Packet includes: monthly parent newsletter, school calendar, dates-to-remember, any/all information sent from the district office and more.
- Information is given out in English, French, Arabic and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by M.S. 424-The Hunts Point Middle School on 11/20/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact School-Parent Compact:

M.S. 424-The Hunts Point Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions School Responsibilities:

M.S. 424-The Hunts Point Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 17, 2009 and February 25, 2010.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Support Staff will develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.

- Parent coordinator is available to help parents with any immediate questions and/or concerns.
 - Main office staff is composed of a bilingual staff readily available to assist with parent's questions and/or concerns.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
 - Parents can arrange classroom visits with their child's advisor and subject teacher.
 - Parent coordinator is available to accept requests from parents regarding volunteer opportunities.
 5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 6. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and ensuring that students are in school on time everyday.
- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A representative on the school's Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.



SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Hunts Point School						
District:	8	DBN:	08X424	School		320800010424	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			85.9	87.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			87.2	86.1
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	112	113	133				
Grade 7	132	141	122			93.0	97.7
Grade 8	145	142	143				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0			64	60
Grade 12	0	0	0				
Ungraded	1	3	4				
Total	390	399	402			26	18

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	65	57	Principal Suspensions		48	38
# in Collaborative Team Teaching (CTT) Classes	22	31	29	Superintendent Suspensions		38	21
Number all others	24	29	31				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	19	24	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	40	37	TBD
# ELLs with IEPs	16	31	TBD
Number of Teachers		37	41
Number of Administrators and Other Professionals		8	7
Number of Educational Paraprofessionals		1	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		12	48	% fully licensed & permanently assigned to this school		100.0	97.4
				% more than 2 years teaching in this school		0.0	2.4
				% more than 5 years teaching anywhere		43.2	56.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		59.0	85.4
American Indian or Alaska Native	1.0	0.0	0.0	% core classes taught by "highly qualified" teachers		100.0	97.6
Black or African American	26.4	28.8	27.4				
Hispanic or Latino	71.0	69.9	71.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	1.3	0.8	1.0				
Male	56.7	51.1	50.0				
Female	43.3	48.9	50.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	Yes	If yes,					EME
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	vsh	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	vsh	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	50.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	33.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 609	District 08	School Number 424	School Name Hunts Point School
Principal John Hughes		Assistant Principal Joseph DeRoberts	
Coach		Coach	
Teacher/Subject Area Bryan McGuinness/ESL		Guidance Counselor Jeannette Rivera	
Teacher/Subject Area Juana Jaime/Bilingual		Parent	
Teacher/Subject Area		Parent Coordinator Wanda Cabrera	
Related Service Provider		Other	
Network Leader Elmer Myers		Other	

B. 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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	400	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	17.75%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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.
5. 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.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. Only the students who show up on the RLER list on ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility.

Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms. The ESL coordinator and parent coordinator also notify parents when a student could be transitioned from bilingual to monolingual classes with ESL. This is usually based on a student having been in a bilingual class for more than 3 years or if the student has scored on the advanced level on the NYSESLAT. The parents are informed of how their student could benefit from being transitioned, but the final decision is up to the parent. These meetings and conversations with parents are translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. There has been very little participation by parents in the past few years. Most students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. Although a trend has begun, in which parents want to move their students out of the bilingual program mid-year, there has been no decision to dissolve the program because there are enough parents who request a bilingual setting for their children. Nevertheless, if more parents start to choose self-contained ESL for their children, we might accommodate them by creating self-contained ESL classes in each grade.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	24
SIFE	3	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	12

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	2		2						24
Dual Language										0
ESL	17	1		18			12			47
Total	39	3	0	20	0	0	12	0	0	71

Number of ELLs in a TBE program who are in alternate placement:

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							4	7	13					24
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	4	7	13	0	0	0	0	24

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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							10	9	20					39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French								3	2					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	12	13	22	0	0	0	0	47

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

TBE (heterogeneous, ungraded): At our school there are three ELL instructional models in place. There is one transitional bilingual class (TBE) for beginner and intermediate students in all grades (6-8), which is referred to as a "bridge class." Students in these classes receive some content area instruction from other teachers (i.e. social studies, science, literacy), but math and ESL are mainly taught by their homeroom teacher and supplemented by AIS. Students are taught in both Spanish and English. Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their instruction in Spanish (approximately 75%) and ending with students receiving only around 25% of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day)

ESL Push-In (heterogeneous, ungraded): There is also one ESL teacher who provides services for all ELLs who are not placed in the bilingual class. This teacher pushes into several ELA classes across grade levels to support and conference with ELL students. The ESL teacher sometimes leads lessons to the whole class that implement specific ESL teaching strategies, or moves around the room to assist individual students. Sometimes, he calls ELL students aside into an area of the room to supplement instruction with a small group conference about the topics. Approximately 1-2 periods per week, these students are pulled out into a small group setting to provide focused support in ELA or any other content area subject (see below). The native language is only used to assist transfer of vocabulary and other language knowledge to the second language. As per the wishes of the ELA teacher, more pull-out may occur to give these students an appropriate level of support with specific skills and assignments.
(ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

ESL Pull-Out (heterogeneous, ungraded): The remaining ELLs, mainly intermediate and advanced ELLs and students with IEPs, are pulled out of their classes according to a set schedule. Groups were arranged around the school's program schedule, and therefore the groups are a heterogeneous mix of grade and proficiency levels. There are five scheduled groups that meet during half of the ELA block, each with approximately five to nine students. Some of the students who receive pull-out instruction are also supported when the ESL teacher pushes into their classes as well. The native language is only used to assist transfer of vocabulary and other language knowledge to the second language. The pull-out program has an emphasis on improving vocabulary and reading and writing fluency. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and writing are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. They have a double block (two forty-eight minute periods) of ESL per day, five days per week. There is one advanced student in the class who has been mainstreamed into a monolingual ELA class. In order to keep these ELLs on track in content area classes, these students do not receive explicit NLA instruction, but they do receive it through some of their content area subjects (i.e. science and social studies).

All ELLs receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. All ELL students are pulled out of classes (or a mixture of push-in, pull-out) at least four periods per week for ESL instruction in a small group setting. Beginner and intermediate students who have less than 3 years of ESL services are pulled out for additional ESL periods to fulfill the 360 minutes of mandated ESL instruction. A small portion of students, mainly long-term intermediate ELLs who once tested as advanced, are not currently being fully serviced. They receive partial services (minimum of 180 minutes per week) because of high student-teacher ratio, spatial constraints and scheduling issues. All ELLs outside of the bilingual program receive two periods of ELA instruction daily, and all ELLs in all programs, grade levels and proficiencies receive the required amount of instructional time in all content areas.

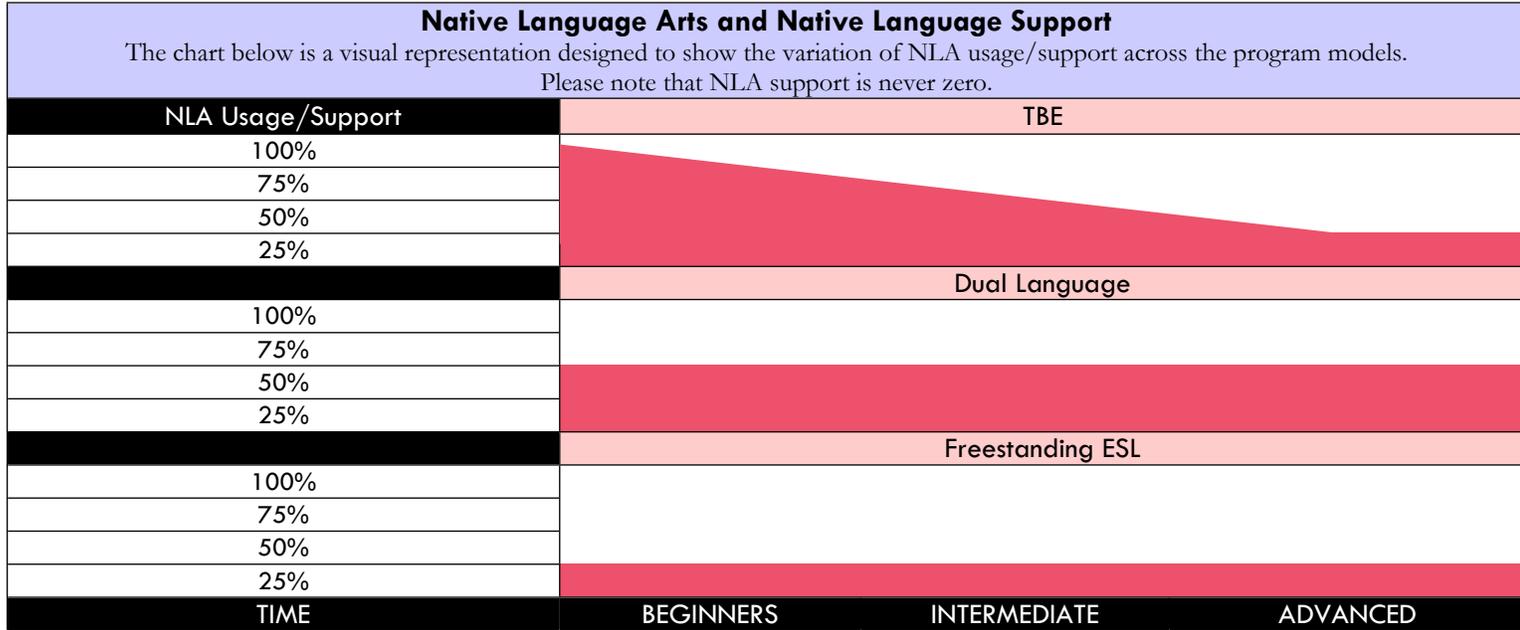
SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Programs such as Rosetta Stone and HeadSprout are used for foundational English skills and literacy development. ELLs placed in monolingual classes who have been receiving services for less than six years are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. Most of these students are placed in groups with general education students. However, one group of long-term beginner ELLs with special needs receive push-in/pull-out instruction from the ESL teacher four days per week in the ELA block. This class focuses mainly on the writing process and vocabulary building. Our bilingual IEP specialist also conducts a program focusing on our long-term special needs ELLs, using small group instruction to improve reading fluency.

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	60-90 minutes per day	45-60 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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

For the time being, the plan for next year is to keep the bilingual and ESL programs in place. However we are open to considering different organizational options, but this mainly depends on the numbers of students who enroll in each type of program, as per parent request. The ESL program was successful in placing the majority of ELLs in one seventh and eighth grade class to improve instruction and organization, but we are trying to come up with a way to screen incoming ELLs before the school year starts to create an ELL class in the sixth grade as well. Having all general education ELLs in the same monolingual class in each grade would maximize the efficiency of both pull-out and push-in models, and allow for flexibility and more individualized attention within the program. More academic interventions and programs for ELLs will also be investigated for next year, specifically for the bilingual class. All ELLs are eligible for and encouraged to join the non-school based enrichment programs hosted at our school by CityYear and Graham-Windham.

AIS (pull-out Academic Intervention Services) is available for ELLs in ELA, math and all other content areas. It is available for ELLs in Spanish for all subjects, but we are unable to service students with other native languages. Many of the students who are pulled out for AIS services throughout the day are ELLs. CityYear also runs an after school tutoring program that services many of our ELLs. The ESL coordinator acts as a personal liaison with City Year and encourages newcomer ELLs to join the program in order to take advantage of the additional language and academic support that is offered. ELLs who reach proficiency on the NYSESLAT are closely monitored for the continuation of language support, but do not explicitly receive ESL services. These students are granted testing accommodations (extended time) on state exams for two years after they have scored proficient on the NYSESLAT.

All students in the school (ELLs included) are involved in the 100 Book Challenge program. All classrooms, including the ESL and bilingual classes, now contain SmartBoards and are used on a daily basis to enrich instruction and cater to different learning styles. There are two internet-linked computer labs (desktop and laptop), one of which is available at request for all classes. Laptops are also available to be brought into the classroom to assist instruction. Bilingual and ESL groups both have the privilege to use this facility to facilitate their instruction insofar as the instructor has put in a request. ELLs are able to participate in the Dimension game program. Each student is able to bring home a CD with the game that helps them with math skills through repetition in a video game format. They are also being targeted as a subgroup to participate in the HeadSprout program that focuses on literacy skills, such as reading comprehension. This is also available to students from their home computers, and parents are also given access to monitor student progress. Beginner students in both monolingual and bilingual classes use Rosetta Stone software to help build a foundation in English, especially oral fluency. The bilingual class has the following native language materials: math, science and social studies textbooks (by grade), Spanish reading books, Spanish dictionaries. They also have bilingual glossaries for math, science and social studies. Pull-out ESL groups use graded ESL textbooks and workbooks (Scott Foreman) for sixth, seventh and eighth grade. French and Arabic dictionaries have also been purchased on an individual basis for ELLs from West Africa and the Middle East. Currently there are no language electives available at our school for any students and we offer no activities specifically for ELL students before the beginning of the school year.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 1-5 here

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ELL personnel at our school (bilingual and ESL instructors) are informed of and encouraged to attend the various professional development opportunities offered throughout the year (i.e. Bronx BETAC). In addition, the testing coordinator has raised awareness of the school's ELLs through both the Math and ELA Inquiry Teams, focusing on ELLs in both subject areas and working with a team of teachers to evaluate data and determine the best practices and strategies to serve the population. The testing coordinator and assistant principals (who also head these Inquiry Teams) disseminate this information at grade level and content area teacher meetings, which are held regularly.

The parent coordinator, ESL coordinator and bilingual teacher are responsible for organizing and implementing specific professional development opportunities for all staff. This informs our teachers and related staff to of available programs and best strategies that may be helpful in the classroom. All teachers will also be encouraged to attend ELL training outside of the school, which may be arranged at any point in the year.

The guidance counselor at our school is bilingual and capable of assisting all ELLs in choosing an appropriate high school. They are supported throughout the process by counselors and also their ELL providers (bilingual and ESL instructors). They are informed of the kinds of ELL programs available in high school and what is to be expected as they transition to ninth grade.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

Our bilingual parent coordinator works with our ESL teacher and bilingual IEP specialist to address the needs of ELLs' parents. Spanish-speaking staff are always available for translation services during meetings with parents and if necessary, translation services for other languages are available. Parent meetings with the parent coordinator, ESL coordinator, guidance counselor and IEP specialist are encouraged to address any issues that parents may have. Information sessions for program placement are available for the parents of newly arrived ELLs. Also, the parent coordinator and ESL coordinator have planned for development programs for the parents on how to facilitate their child's acquisition of English through both academic and recreational activities that involve reading or math (i.e. cooking at home). Parent needs are measured by the official school survey, which has an excellent return rate, as well as the parent survey distributed with the initial entitlement letter. After-school and Saturday programs are offered, and workshops take place to show parents how these programs are integral to the academic success of their children. Currently no outside agencies or Community Based Organizations are used to provide services or workshops specifically to ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	10	16					30
Intermediate(I)							5	6	14					25

Advanced (A)							7	4	5					16
Total	0	0	0	0	0	0	16	20	35	0	0	0	0	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	3	2				
	I							3	0	6				
	A							4	7	10				
	P							7	4	10				
READING/ WRITING	B							3	4	9				
	I							6	7	13				
	A							7	4	6				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	4			7
7	6	4			10
8	19	1			20
NYSAA Bilingual Spe Ed					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	2		5		2				9
7	3	2	7	1	1				14
8	7	5	7	4	3	2			28
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	11	6	7	2					26

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	10	6	5	2					23
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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)	3	4	4	1				

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

The data analysis of our ELL population shows that of the 47 ELLs who are in monolingual classes, 24 have IEPs (more than 50%). Therefore one of our priorities is to focus attention on these ELLs. Also, 30 of the 47 ELLs in monolingual classes have been serviced for more than four years, 10 of whom have been serviced for more than six years. Therefore we need to address why these students are unable to perform on the NYSESLAT. We need to ask ourselves is it a language issue or a cognitive issue? The data also shows that there are many more ELLs in the 8th grade than in the 6th grade and 7th grades (35 eighth graders, 20 seventh graders, 16 sixth graders). However there are more beginner (30) and intermediate ELLs (25) than advanced (16) level ELLs. Eighth grade has the greatest number of beginner ELLs (16 of 35), as well as the greatest number of intermediate ELLs (14). The sixth grade has the greatest number of advanced ELLs (7 of 16). There are only 5 advanced ELLs in the eighth grade out of 35 students. Speaking and listening proficiencies, even among the majority of the beginning students, are advanced or proficient across all grade levels (11 out of 16 in sixth grade, 11 out of 14 in seventh grade, 20 out of 28 in eighth grade). NYSESLAT scores show that reading and writing are the most difficult modalities for our ELLs, particularly writing. Only 17 students scored as advanced on the reading and writing portions of the NYSESLAT last year. As a result of this data, vocabulary, reading comprehension, and the development of writing through graphic organizers and other methodologies are implemented in ELL instruction. The 100 Book Challenge tailors a vocabulary and reading program for each individual student, enabling them to progress in reading. Writing workshops are implemented to improve ELLs' writing fluency in English.

Out of 37 students tested, no ELLs scored a 3 or 4 on the ELA exam last year. The majority of ELL students (28) scored a 1 on the ELA exam. All ELL students of our ELLs with IEPs scored a 1 on the ELA exam as well. We only had 9 ELLs score a level 2. Last year, 37 ELL students took the math exam in English and 14 ELL students took the test in Spanish. According to the data, a higher percentage of students who took the test in Spanish scored a 1 on the math exam. No ELLs scored a 4 math exam (in English or Spanish). Students in the TBE class are scoring lower on English periodic assessments than students in free-standing ESL. The data from periodic assessments helps to determine AIS groups, which are pulled out by a variety of content teachers to focus on certain strands that are highlighted as weaknesses on these assessments. The school is learning ELL's reading levels, and their strengths and weaknesses on different strands in math and ELA through periodic assessments. The data shows that ELLs are lower in math and ELA than the rest of the school population, especially ELLs in the TBE class. According to the ELL periodic assessments, we know which modalities each student needs to work on (reading, writing, listening). As a result, the ESL, bilingual, and AIS teachers can focus on certain strategies and create appropriate groupings based on the data. Periodic assessments are available in Spanish for the TBE class, but they are not available in native languages other than English or Spanish. Programs for ELLs are evaluated based on data, as well as parent and teacher feedback. As a result of low scores in math and ELA for the TBE program, we know that we must use specific resources and interventions to help these students.

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		