



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM ALEXANDER MIDDLE SCHOOL 51

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K051

PRINCIPAL: LENORE DiLEO-BERNER **EMAIL:** LBERNER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lenore Berner	*Principal or Designee	
Ariel Arroyo	*UFT Chapter Leader or Designee	
David Stutt	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Danielle Isaacs	Member/teacher	
Robert Osborne	Member/teacher	
Joe Valentin	Member/teacher	
Sharon Maier	Member/teacher	
Heather Johnston	Member/parent	
Chloe Wasserman	Member/parent	
Guillaume de Tournemire	Member/parent	
Mike Shapiro	Member/parent	
Andy Postman	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

ANNUAL GOAL #1

To increase the number of students achieving proficiency in ELA as measured by the 2012 NYS English Language Arts Exam
To increase the number of students achieving proficiency to 86%, resulting in 925 out of 1076 performing within levels 3 and 4.
Guidance and direction for developing this goal was provided by our SLT, teacher teams, coaches, administrative cabinet, network 111, and staff developers.

COMPREHENSIVE NEEDS ASSESSMENT

Based on the analysis below, we are striving toward a goal whereby all students are proficient within their grade in ELA. With an increase of 2% in 2011, we strive to continue to increase proficiency in ELA in 2012, and every year, until we reach 100% proficiency.

ELA DATA ANALYSIS: 84.2% Proficient

(82.2% Proficient in 2010, 92.4% Proficient in 2009-up 9.3% from 2006-2009)

- An increase in proficiency by 2% IN 2011. Our School Progress Report indicates a median adjusted growth percentile of 79, and 83 for the School's Lowest Third, an increase of 2 and 3.5 respectively. Exemplary gains were made in proficiency for self-contained, CTT and SETSS students. Exemplary gains were made in Percent at 75th Growth Percentile or higher for ELL and Lowest Third students.
- Data Inquiry Trends: 66% of the target population made progress in ELA. 20% of the target population increased from level 2 to 3. 62% met proficiency. 100% met promotional criteria.

INSTRUCTIONAL STRATEGIES/ACTIVITIES

ACTIVITY #1

- Professional development: "Implementing the CCSS for ELA, Science, Social Studies, and special education" PD will be provided by Teacher's College, Columbia University staff developer to aid in the implementation of CCSS tasks, our new non-fiction reading and writing units, differentiation, and literacy in the content areas.
- Target Population: Teachers teaching ELA, Science, Social Studies, and Special Education students will participate.
- Responsible Staff Members: ELA Coach, ELA Administrator, TC Staff Developer
- Implementation Time: September 2011 through May 2012

ACTIVITY #2

- ELA Data Inquiry Team collaborative protocol for looking at student work: Our ELA coach, along with our ELA staff developer, will create and refine a protocol for looking at student work, to inform ELA curriculum planning and ultimately improve the reading and writing proficiency of students throughout the school.
- Target Population: ELA teachers and teachers servicing SWDs and ELLs
- Responsible Staff Members: ELA Coach, ELA Administrator, TC Staff Developer
- Implementation Time: September 2011 through May 2012

STEPS FOR INCLUDING TEACHERS IN THE DECISION-MAKING PROCESS:

1. ELA and special education teachers, coaches, and administrators meet collaboratively every week to analyze student work, formative assessments, and school data to identify learning trends at the classroom, grade and school level.
2. ELA and special education teachers will administer periodic ITA's, Acuity predictive tests and develop and administer new CCSS tasks in ELA, to assess and track student progress, as well as inform teaching practices, evaluate the effectiveness of the lessons and teaching strategies, and make curriculum adjustments. One ITA and new nonfiction unit task will be given in the first semester; the second ITA and nonfiction unit task will be given in the spring 2012.
3. Structures are in place so that during weekly department, monthly grade and data inquiry team meetings, teachers create a cohesive curriculum that integrates the CCSS and aligns assessments and rubrics to this enhanced curriculum, grade 6-8.
4. During daily instruction, conferences, extended day and after school programs, teacher assessment practices will provide timely and effective feedback to students.
5. Teachers and staff communicate high expectations for all students to achieve progress this year, facilitate student goal setting each marking period and provide support for meeting these goals.
6. Coaches, teachers and school leaders meet weekly to discuss student progress in order to plan curricular, programming, and/or instructional changes based on the interim data and data inquiry team meeting discussions.
7. Two, non-fiction CCSS writing tasks will be implemented (one in November, one in March) and student outcomes will be analyzed and compared to measure progress in student performance and overall achievement.

STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

We are not a Title I School. However, we do implement strategies for parent involvement to support this goal including:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- conducted curriculum night on September 20, providing teacher presentations and curriculum pacing calendars for parents
- providing four report cards, 3 progress reports, emails and conferences, two parent-teacher conferences, curriculum night and parent workshops to keep parents abreast of student progress.
- Providing Parent Association meetings with a focus on curriculum
- Inviting parents to field trips to chaperone, writing celebrations and dozens of student art performances throughout the school year
- Providing opportunities to volunteer in school library, events, and performances
- Participation in PA committees, PA board, and School Leadership Team to inform ELA curriculum and fundraise for classroom libraries

STRATEGIES FOR ATTRACTING HIGHLY QUALIFIED TEACHERS (HQT)

- Administration will work with network HR to ensure that all non-HQT meet all required documentation and assessment deadlines
- The Principal will identify and hire highly qualified teachers in ELA, as needed
- Mentors and coaches are assigned to support struggling teachers, long term subs, and teachers working toward qualifications
- Provide a stimulating professional program each year to keep teachers excited about learning in collaborative groups

Service and program coordination

- Our school has established a rigorous after school program which includes some CBO's that support the academic programs, such as Beat the Streets, School of Rock, Chess in Schools, and Kaplan.
- The MS 51 character education program instills values of hard work, integrity, responsibility, and good citizenship so that students can learn in a safe and supportive environment.
- Our new health education program teaches students about decision making, good health habits and stress reduction so that they can concentrate on their studies.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Fair Student Funding and human resources are used to implement this action plan from September 2011 to May 2012. The Parent Association will also support professional development costs with Teachers College, Columbia University through a series of fundraisers. The PA will also donate funds to the self-sustaining after school program to support ELA remedial, test prep and enrichment reading and writing classes.

- Self-sustaining after school program – per session teachers (5 days a week), supervisors and principal (3 days a week)
- Professional development requires teacher coverage periods for PD during the regular school day
- Salaries of ELA coach, ELA teachers, and special education teachers

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To increase the number of students achieving proficiency to 88% resulting in 959 out of 1090 performing within levels 3 and 4. To increase the number of students achieving proficiency as measured by the 2012 NYS Mathematics Exam

Guidance and direction for developing this goal was provided by our SLT, teacher teams, coaches, administrative cabinet, network 111, and staff developers.

Comprehensive needs assessment

Based on the analysis below, we are striving toward a goal whereby all students are proficient in Math. With an increase of over 3% in 2011, we strive to continue to increase proficiency in Math in 2012, and every year, until we reach 100% proficiency.

Math – 86.2% Proficient

(82.5% Proficient in 2010, 91.1% Proficient in 2009-up 11.3% from 2006-2009)

- An increase in proficiency by 3.7%. Our School Progress Report indicates a median adjusted growth percentile of 69 and 69.0 for the School's Lowest Third. Exemplary gains were made in proficiency for CTT and SETSS students.
- Students with disabilities did not meet AYP this year.
- Data Inquiry Trends: 58.1% of the Target Population made progress and 52% of them met proficiency with a level 3 or 4; 100% met promotional criteria.

Instructional strategies/activities

ACTIVITY #1

Professional development: Professional development for Math teachers will be provided by Dr. Lynn Tarlow of CCNY through a grant, to aid in the implementation of CCSS tasks, the development of inquiry-based, CCSS aligned math problems, and the integration of differentiation and mathematical vocabulary into the curriculum.

Target Population: Math teachers and special education math teachers

Responsible Staff Members: Math Assistant Principal, math coach, math staff developer

Implementation Time: September 2011 through May 2012

ACTIVITY #2

Math Data Inquiry Team collaborative protocol for looking at student work: our math coach, along with our math staff developer, will create and refine a protocol for looking at student work, to inform math curriculum planning and ultimately improve the math proficiency of students throughout the school. Data profiles are completed for each targeted student.

Target Population: math teachers and special education teachers who teach math

Responsible Staff Members: math coach, math assistant principal, math staff developer

Implementation Time: September 2011 through May 2012

STEPS FOR INCLUDING TEACHERS IN THE DECISION-MAKING PROCESS:

1. Teachers, coaches, and administrators meet collaboratively to analyze student work, DYO learning tasks, and school data to identify learning trends at the classroom, grade and school level.
2. Teachers and coaches will administer periodic DYO assessments that will be developed as the new CCSS tasks in Math, to assess and track student progress, as well as inform teaching practices and make curriculum adjustments.
3. Structures are in place so that during weekly department, monthly grade and data inquiry team meetings, teachers create a cohesive curriculum that integrates the CCSS and aligns assessments and rubrics to this enhanced curriculum, grade 6-8.
4. During classroom instruction, conferences and teaching, extended day and after school programs, teacher assessment practices will provide timely and effective feedback to students.
5. Teachers and staff communicate high expectations for all students to achieve progress this year, facilitate student goal setting each marking period and provide support for meeting these goals.
6. Coaches, teachers and school leaders meet to discuss student progress in order to plan curricular, programming, and/or instructional changes based on the overall interim data.

Strategies to increase parental involvement

We are not a Title I School. However, we do implement strategies for parent involvement to support this goal including:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- conducted curriculum night on September 20, providing teacher presentations and curriculum pacing calendars for parents

- providing four report cards, 3 progress reports, emails and conferences, two parent-teacher conferences, curriculum night and parent workshops to keep parents abreast of student progress.
- Providing Parent Association meetings with a focus on curriculum
- Providing opportunities to volunteer in school library, events, and performances
- **Participation in PA committees, PA board, and School Leadership Team to inform math curriculum**

STRATEGIES FOR ATTRACTING HIGHLY QUALIFIED TEACHERS (HQT)

- Administration will work with network HR to ensure that all non-HQT meet all required documentation and assessment deadlines
- The Principal will identify and hire highly qualified teachers in math, as needed
- Mentors and coaches are assigned to support struggling teachers, long term subs, and teachers working toward qualifications
- Provide a stimulating professional program each year to keep teachers excited about learning in collaborative groups

Service and program coordination

- Our school has established a rigorous after school program which includes some CBO's that support the academic programs, such as Beat the Streets, School of Rock, Chess in Schools, and Kaplan.
- The MS 51 character education program instills values of hard work, integrity, responsibility, and good citizenship so that students can learn in a safe and supportive environment.
- Our new health education program teaches students about decision making, good health habits and stress reduction so that they can concentrate on their studies.

Budget and resources alignment

Funding from school budget will support professional development meetings, teacher salaries, SETSS teacher, and after school academic intervention programs that support Math.

TL Fair Student Funding and human resources are used to implement this action plan from September 2011 to May 2012. A grant is paying for our professional development from the City College of New York. The PA will also donate funds to the self-sustaining after school program to support math remedial, test prep and homework help in math classes.

- Self-sustaining after school program – per session teachers (5 days a week), supervisors and principal (3 days a week)
- Professional development requires teacher coverage periods for PD during the regular school day
- Salaries of math coach, math teachers, and special education teachers of math

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in proficiency in their scores on the NYS Mathematics assessment.

Guidance and direction for developing this goal was provided by our SLT, teacher teams, coaches, administrative cabinet, network 111, and staff developers.

Comprehensive needs assessment

Based on the data below, we will make SWD a priority in making progress in their math proficiency.

- Our School Progress Report indicates a median adjusted growth percentile of 69 and 69.0 for the School's Lowest Third. Exemplary gains were made in proficiency for CTT and SETSS students.
- Students with disabilities did not meet AYP this year on the NYS Report Card.

Instructional strategies/activities

ACTIVITY #1

Create a new math intervention program: A math teacher is now pushing into 6th and 7th grade self-contained classes, 5 periods per week, to teach math fundamentals, in support of grade level math instruction. Math coach will also provide two periods a week of tutoring for 8th grade self-contained students who scored level 1 on last year's math test.

Target Population: 6th and 7th grade students with disabilities in self-contained classrooms; select 8th grade students with disabilities

Responsible Staff Members: math coach, AIS math push-in teacher, math assistant principal

Implementation Time: September 2011-May 2012

ACTIVITY #2

Academic Intervention Program: Further develop and grow the AIS program that services our most striving learners to better support their academic, social and emotional needs. The Program now includes morning tutoring, after school enrichment, counseling support, AIS after school and AIS push-in and pull-out.

Target Population: students with disabilities, level 1 and 2s, students who fail one or more subjects in any given marking period

Responsible Staff Members: math assistant principal, teachers involved in the various programs who teach math, SETTS teacher, math coach

Implementation Time: September 2011 through May 2012

STEPS FOR INCLUDING TEACHERS IN THE DECISION-MAKING PROCESS:

1. Across classrooms teaching strategies, questioning, and routines are strategically differentiated so that students with disabilities have multiple entry points, supports, and extensions into the curricula
2. Provide pull-out ELL's services for extra help in reading, writing, listening and speaking for all of our ELL students who are also self-contained special education students, to support the reading of math problems.
3. Provide all math teachers of SETTS, ICT, and self-contained students meeting time to plan with the math coach. Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest

achieving students, students with disabilities, and ELLs are cognitively engaged in standards-based lessons

4. Math staff developer from CCNY, Dr. Lynn Tarlow, will provide instructional support for all math teachers.
5. Individual teachers and teacher teams effectively and consistently analyze data to identify which students need additional supports and extensions, and set differentiated annual and interim learning goals for those students to accelerate their learning so all students are on a path to mastery of standards in the curriculum and fulfilling their potential.

Strategies to increase parental involvement

We are not a Title I School. However, we do implement strategies for parent involvement to support this goal including:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- conducted curriculum night on September 20, providing teacher presentations and curriculum pacing calendars for parents
- providing four report cards, 3 progress reports, emails and conferences, two parent-teacher conferences, curriculum night and parent workshops to keep parents abreast of student progress.
- Providing Parent Association meetings with a focus on curriculum
- Providing opportunities to volunteer in school library, events, and performances
- **Participation in PA committees, PA board, and School Leadership Team to inform math curriculum**

STRATEGIES FOR ATTRACTING HIGHLY QUALIFIED TEACHERS (HQT)

- Administration will work with network HR to ensure that all non-HQT meet all required documentation and assessment deadlines
- The Principal will identify and hire highly qualified teachers in math, as needed
- Mentors and coaches are assigned to support struggling teachers, long term subs, and teachers working toward qualifications
- Provide a stimulating professional program each year to keep teachers excited about learning in collaborative groups

Service and program coordination

- Our school has established a rigorous after school program which includes some CBO's that support the academic programs, such as Beat the Streets, School of Rock, Chess in Schools, and Kaplan.
- The MS 51 character education program instills values of hard work, integrity, responsibility, and good citizenship so that students can learn in a safe and supportive environment.
- Our new health education program teaches students about decision making, good health habits and stress reduction so that they can concentrate on their studies.

Budget and resources alignment

TL FSF Funding from school budget will support professional development meetings, teacher salaries, SETSS teacher, and after school academic intervention programs that support Math.

TL Fair Student Funding and human resources are used to implement this action plan from September 2011 to May 2012. A grant is paying for our professional development from the City College of New York. The PA will also donate funds to the self-sustaining after school program to support math remedial, test prep and homework help in math classes.

- Self-sustaining after school program – per session teachers (5 days a week), supervisors and principal (3 days a week)

- Professional development requires teacher coverage periods for PD during the regular school day
- Salaries of math coach, math teachers, and special education teachers of math.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By April 2012, engage all students in at least one literacy task and one math task aligned to strategically-selected Common Core standards as measured by collaborative examination of student work.

Guidance and direction for developing this goal was provided by our SLT, teacher teams, coaches, administrative cabinet, network 111, and staff developers.

Comprehensive needs assessment

In year two of the CCLS roll-out and in line with the Chancellor's Instructional Expectations, implementing a minimum of one CCLS-aligned task in math and ELA, to all students, is an important goal for our school as we continue to align our entire curriculum with the new CCLS.

Instructional strategies/activities

ACTIVITY #1

Professional development: During professional development conference days, scheduled professional development meetings, and planning meetings, school leaders and faculty have structures in place to regularly evaluate and adjust how decisions on curriculum, instruction, and resource-use align with and reinforce assessment and capacity-building practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Professional support will be given by coaches and staff developers to develop CCLS aligned curriculum leading up to the CCLS-aligned tasks. Our annual planning processes are strategically aligned to strengthen long-range impact, and we engage in long-term (i.e. multi-year) planning, monitoring and revising plans based on evidence of student performance, teacher development, and the expectations of the CCLS.

Target Population: All teachers, especially in Math and ELA

Responsible Staff Members: coaches, staff developers, assistant principals and principal

Implementation Time: September 2011 through June 2012

ACTIVITY #2

Design and revise ELA and Math curriculum maps to include CCLS standards and tasks: The math and ELA curriculum maps will reflect at least one task aligned with the CCLS, with an extended objective to administer another, similar task in order to measure progress. All math and ELA teachers in each grade will have planned and implemented one task aligned to the CCLS as per the administrative observations.

Target Population: All students

Responsible Staff Members: Math, ELA and special education teachers; coaches, staff developers, assistant principals, principal

Implementation Time: September 2011 through June 2012

STEPS FOR INCLUDING TEACHERS IN THE DECISION-MAKING PROCESS:

1. During meetings, school leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards, integrate the CCLS tasks, and align curricula across grades and subject areas in order to close the achievement gap and promote postsecondary readiness in all grades

2. School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school and class expectations, including information on students' academic, attendance, and behavioral strengths, weaknesses and next learning steps, including performance on CCLS tasks
3. During data inquiry team teacher meetings, teacher teams systematically analyze key elements of teacher work as well as assessment data and student work for students they share or on whom they are focused, which results in shared improvements in teacher practice (e.g., rigorous tasks and well-sequenced units, effective instructional techniques)

Strategies to increase parental involvement

We are not a Title I School. However, we do implement strategies for parent involvement to support this goal including:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- conducted curriculum night on September 20, providing teacher presentations and curriculum pacing calendars for parents
- providing four report cards, 3 progress reports, emails and conferences, two parent-teacher conferences, curriculum night and parent workshops to keep parents abreast of student progress.
- Providing Parent Association meetings with a focus on curriculum and the school's efforts to align and implement the CCLS
- Providing opportunities to volunteer in school library, events, and performances
- Participation in PA committees, PA board, and School Leadership Team to learn about CCLS

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration will work with network HR to ensure that all non-HQT meet all required documentation and assessment deadlines
- The Principal will identify and hire highly qualified teachers in all subjects, as needed
- Mentors and coaches are assigned to support struggling teachers, long term subs, and teachers working toward qualifications
- Provide a stimulating professional program each year to keep teachers excited about learning in collaborative groups

Service and program coordination

- Our school has established a rigorous after school program which includes some CBO's that support the academic programs, such as Beat the Streets, School of Rock, Chess in Schools, and Kaplan.
- The MS 51 character education program instills values of hard work, integrity, responsibility, and good citizenship so that students can learn in a safe and supportive environment.
- Our new health education program teaches students about decision making, good health habits and stress reduction so that they can concentrate on their studies.

Budget and resources alignment

TL FSF will support the salaries of the math and ELA teachers, as well as all the teachers who are participating in the development of CCLS-aligned curriculum in all subject areas. The budgetary line also pays the salaries of my f-status coaches in ELA and math. The Parent Association will pay for Teachers' College, Columbia University, staff development for \$22,000. This professional development will focus on CCLS and the new tasks that will be created and implemented this year. The math staff development will also focus on CCLS-aligned math curriculum and is cost-free based on a grant with CCNY and Dr. Lynn Tarlow.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Create a system for monitoring teacher growth, based on Danielson's Framework for Teaching, to elevate instructional practice and promote teacher growth and student achievement by May, 2012.

Comprehensive needs assessment

MS 51 is a well-developed school with a Progress report grade of "A" for four consecutive years, due to our excellent faculty and collaborative and professional teachers. Using the Framework for Teaching will allow many of our teachers to self-assess and select goals based on the rubric and the Chancellor's expectations.

Instructional strategies/activities

ACTIVITY #1

Professional development: 100% of teachers will review Framework for Teaching during professional development conference days on 9/6/11 and 9/7/11. Teachers select 2 professional goals from the Chancellor's 6 components in September in a private meeting with the Principal. Third goal reflects CCSS implementation and task.

Target Population: All teachers at MS 51

Responsible Staff Members: Principal, assistant principal, staff developers and coaches

Implementation Time: September 2011 to June 2012

ACTIVITY #2

Observations: Administration will provide support to meet these goals and will assess through short, frequent cycles of observations as well as formal classroom observation reports.

Target Population: All teachers at MS 51

Responsible Staff Members: Principal and assistant principals

Implementation Time: October 2011 to May 2012

STEPS FOR INCLUDING TEACHERS IN THE DECISION-MAKING PROCESS:

1. Professional development on the Framework for Teaching was provided for teachers during the first two days of school. Activities included group discussions on the Big 6, as per the Chancellor and a self-evaluation rubric for these Components. School leaders will continue to communicate high expectations (professionalism, instruction, communication, and other elements of the school's common teaching framework) to the entire staff, and provide training to maintain a culture of mutual accountability for them
2. Professional development will be provided for teachers in various content areas, as well as special education and ELL teachers. School leaders have an effective, transparent system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers; this system is leading to improved student performance
3. Teachers will complete a Professional Goals template, meet with the principal one-on-one, and submit Professional Goals to the principal.

One goal will reflect a CCSS aligned task that will be implemented this year. The other two goals are selected from the “Big 6” Framework for Teaching.

4. Principal and administrators will approve goals for each teacher and provide professional development, feedback through formal and short, frequent, informal observations, and meeting time to develop pedagogical skills with their colleagues.
5. School leaders and teacher peers support teachers’ development, including those new to the profession, with feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data

Strategies to increase parental involvement

We are not a Title I School. However, we do implement strategies for parent involvement to support this goal including:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- conducted curriculum night on September 20, providing teacher presentations and curriculum pacing calendars for parents
- providing four report cards, 3 progress reports, emails and conferences, two parent-teacher conferences, curriculum night and parent workshops to keep parents abreast of student progress.
- Providing Parent Association meetings with a focus on curriculum and professional development
- Providing opportunities to volunteer in school library, events, and performances
- Participation in PA committees, PA board, and School Leadership Team to learn about teacher development practices

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration will work with network HR to ensure that all non-HQT meet all required documentation and assessment deadlines
- The Principal will identify and hire highly qualified teachers in all subjects, as needed
- Mentors and coaches are assigned to support struggling teachers, long term subs, and teachers working toward qualifications
- Provide a stimulating professional program each year to keep teachers excited about learning in collaborative groups.

Service and program coordination

- Cluster/Network support and Monday grade meetings, as well as Conference days, to support the development of teachers’ knowledge around the Framework for Teaching. Support from CCNY faculty for math PD and TC faculty for ELA PD to support the development of best teaching practices. Teachers are also aware of online resources to learn more about Danielson, such as ARIS and CCSS Library.

Budget and resources alignment

TL FSF will support the salaries of all the teachers and the professional development of teachers around the Framework for Teaching in all subject areas. The budgetary line also pays the salaries of my f-status coaches in ELA and math who can support teachers in learning the framework. TL funding also pays for the Network support.

The Parent Association will pay for Teachers’ College, Columbia University, staff development for \$22,000. This professional development will focus on CCLS and the new tasks that will be created and implemented this year, as well as supporting teachers in becoming Proficient and Distinguished teachers as per the Framework for Teaching rubric.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	3	20	8	0	0	0	0	0
7	3	19	3	6	1	0	0	0
8	3	6	4	4	0	0	0	0
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	Words Their Way and Wilson, during extended day morning, AIS periods, after school and small group tutoring. Software for ELA tutoring, use of data from ARIS for small group and individual tutoring and monitoring progress of students. After School AIS Hour for homework and writing help.
Mathematics	Impact Math tutoring, during extended day morning, after school, AIS periods, and small group tutoring. Modify class lessons and homework help, test prep, and tutoring during extended day. After School AIS Hour for homework and math help. All 6 th and 7 th grade self-contained special education students now receive 5 additional periods of math each week with a math teacher.
Science	Homework and Project help with AIS teacher and test prep during extended day morning and after school to help students organize science labs work, notes and handouts.
Social Studies	Homework help, small group and individual tutoring and Project assistance with AIS teachers and during extended day morning and after school.
At-risk Services provided by the Guidance Counselor	n/a 2011-2012 If needed, a forty minute session in groups of 3-5 and individual sessions once or twice a week during the school day would be provided.
At-risk Services provided by the School Psychologist	n/a 2011-2012
At-risk Services provided by the Social Worker	n/a 2011-2012 If needed, a forty minute session in groups of 3 and individual sessions once or twice a week during the school day could be provided by our social worker or our SUNY/LICH Health clinic social worker.
At-risk Health-related Services	n/a 2011-2012 But if needed, assistance with transporting student to and from classes, as well as scribing, can be provided, during the school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Lucile Lewis	District 15	Borough Brooklyn	School Number 051
School Name William Alexander Middle School 51			

B. Language Allocation Policy Team Composition [?](#)

Principal Lenore DiLeo-Berner	Assistant Principal Nance Speth
Coach Lisa Schwartz	Coach Judy Pessa
ESL Teacher Katie Welch	Guidance Counselor Robert Schulof
Teacher/Subject Area Briggette Morris	Parent Olga Zumba
Teacher/Subject Area Amy Chasanoff	Parent Coordinator Audrey Komaroff
Related Service Provider Anna Soloviev	Other
Network Leader Lucile Lewis	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1077	Total Number of ELLs	11	ELLs as share of total student population (%)	1.02%
------------------------------------	-------------	----------------------	-----------	---	--------------

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. 

1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Our ELL's teacher provides parents with a Home Language Survey (HLIS) to identify the child's language proficiency. The school secretary gives parents the HLIS survey is given to parents when they enroll their child into school for the first time. MS 51 has several translators available to assist with the ELL identification process. Ms. Katie Welch speaks English and French, and the secretary at MS 51 speaks Spanish. The ELL teacher at MS 51 is a licensed teacher of English Language Learners and is qualified to administer the LAB-R. The LAB-R is a test that establishes English Proficiency Levels. If the child is identified as an eligible candidate for Bilingual or ESL instructional services, an informal interview is given to the candidate by our ELL teacher and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In the spring the ELL teacher administers the NYSESLAT to ELL students to determine proficiency and whether or not these students are still eligible for ELL services.

2-5 In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selection. After reviewing the parent survey and program selection forms for the past few years, the trend in program choices is ESL Freestanding Program. We have very few ELL students, so it is easier for the homeroom teacher to communicate with the family to ensure that all forms are returned to the school. Translators are available at the school and over the phone to help parents understand the ELL program being implemented at MS 51. MS 51 engages in parental outreach over the course of the school year to keep parents informed about ELL services. School staff and the ELL teacher use surveys, conferences, orientations, and formal letters to keep parents aware of ELL services. Parents receive entitlement letters notifying them if their child is or not eligible for ELL services. Once students are identified as eligible or not parents then receive a set of letters. The letter describes the student's proficiency level, and if the student is entitled to ELL services. All letters are translated for the parents based on their home language. Parents are notified both in writing and in a personal parent orientation. The ELL teacher completes the ELL identification process within 10 days to ensure students that are eligible receive services within a timely manner. Over the course of the school year MS 51 staff provides documentation and interpretation services offered by the Translation and Interpretation Unit since many parents of ELL students speak a language other than English at home. The parent coordinator at MS 51 works with translators at the school and the ELL teachers to provide one to one feedback using meetings and conferences throughout the school year. Parents are given at least 4 weeks' notice prior to a meeting or conference. If parents do not respond after an initial attempt, staff will follow up using translation services and translated notices on a weekly basis until contact is made. MS 51 staff will contact the network and ELL coordinators when contact is not made after numerous attempts at the school level. School staff use rigorous record keeping and maintain up to date parent information for school records to ensure parents are informed and mandates are provided to students. Parental information is kept up to

date to help keep parents choice and ELL services within compliance and up to date. Using the parent survey and program selection forms that are distributed when students are originally assessed for ELL services provides parents information on how ELL services are implemented. Once again school staff and the parent coordinator engage in continuous parental outreach throughout the school year using checklists. These checklists are stored and monitored in student files that are stored and locked. The parent coordinator and ELL teacher collect and store this information over the course of the school year. Finally, all ELL information is monitored by the school staff at MS 51 using the Bilingual Education Student Information Survey (BESIS).

6. The ESL teacher at MS 51 uses a free-standing ESL program. The goal of the ESL program is to develop academics and prepare students for the NYSESLAT. Programming includes a plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT, including test accommodations: these students continue to work with our ELLs teacher in her daily teaching schedule. Students at beginning and intermediate proficiency levels receive six hours (360 minutes) of service each week, while advanced students receive three hours (180 minutes) of service per week. The teacher continues to push into these student's classes at least twice a week. The ESL teacher is also providing support for students that have an X-code on their IEP to help them achieve proficiency on the NYSESLAT. These students have also been targeted in our Data Inquiry Teams since many of them are mandated, special education students and receive extended day tutoring 4 mornings a week and many participate in the after school enrichment program. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. MS 51 ensures that the ELL program aligns with parent choice by monitoring the program using the information gathered during the initial identification process and checklists that are distributed and collected during the school year. MS 51 uses BESIS reports to ensure that students are receiving the correct level of supports that are mandated based on their proficiency level. By maintaining constant contact with parents the ELL teacher helps align parental choice with ELL programming.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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	0	0	0	11		11			0	11
Dual Language										0
ESL										0
Total	0	0	0	11	0	11	0	0	0	11

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							2	6	3					11
Chinese														0
Russian														0
Bengali														0
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	2	6	3	0	0	0	0	11

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		
	EL	EP	EL	EP																	
Spanish														0		0		0		0	0

**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	
	EL L	EP																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							2	6	3					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	6	3	0	0	0	0	11

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT, including test accommodations: these students continue to work with our ELLs teacher in her daily teaching schedule. Students at beginning and intermediate proficiency levels receive six hours (360 minutes) of service each week, while advanced students receive three hours (180 minutes) of service per week. The teacher continues to push into these student's classes at least twice a week. The ELL teacher is also providing support for students that have an X-code on their IEP to help them achieve proficiency on the NYSESLAT. These students have also been targeted in our Data Inquiry Teams since many of them are mandated, special education students and receive extended day tutoring 4 mornings a week and many participate in the after school enrichment program. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. ELL students are grouped heterogeneously in order to ensure that students are given the same high quality education and instruction as their peers. This approach ensures that both ELL and non ELL students are exposed to curriculum that fosters grade level standards for all academic periods. MS 51 provides students uses a literacy program aligns instructions with NY State educational standards in English Language Arts (ELA). ELL students are given ELA instruction every day in class and these goals are monitored over the course of the year using both formative and summative assessments. The ELL teacher uses a freestanding program that is integrated into the curriculum and classroom setting. This allows ELL students to be exposed to both their regular curriculum and ELL services in their classroom. MS 51 does not have a bilingual education or dual language programs. All the

A. Programming and Scheduling Information

ELL students at MS 51 are currently given ELL services in their classroom. The ELL students at MS 51 are long term ELL students and the ELL teacher uses a freestanding ELL program to help these students increase and gain proficiency on the NYSESLAT exam. The ELL teacher provides students ELL services the mandated hours depending on their proficiency level. Since the ELL teacher integrates instruction with the students educational program students are given the NY State allotted time for ELA instruction over the course of the school day. MS 51 teachers work collaboratively with one another to help align curriculum and this includes addressing the needs and goals of ELL students. Using a freestanding program ensures that students are given a high quality education without being pulled out of class. Classroom teachers use a variety of instructional strategies to address the needs of both ELL and non ELL students. This includes auditory, visual, and tactile tools to help provide a multisensory approach to instruction. ELL students are provided an academic curriculum that addresses all content classes and ELL goals. There are currently no SIFE students at MS 51. MS 51 staff is trained and monitor student enrollment. If a student enters MS 51 and it is determined that they are a SIFE school staff are able to use the SIFE oral interview questioner. This questioner is an Academic Language and Literacy Diagnostic (ALLD) that helps standardize the SIFE identification process. The ALLD is given after the Home Language Survey and LAB-R to determine if a student has had an interrupted in their education for more than two years. The goal of the ELL program at MS 51 is to provide students a high quality education and to ensure that students are able to achieve proficiency on the NYSESLAT. The ELL teacher at MS 51 uses a freestanding model that allows students to stay in their current classroom setting. This model is used for all ELL students at MS 51. MS 51 has a plan for addressing the needs of various ELL students. For students that are in the US for less than three years MS 51 provides these students with the same high quality instruction as all students. If it is determined that these students require ELL services, they will be given ELL services using a freestanding program in their class. For students receiving services for 4-6 years, the ELL teacher is working to integrate ELA strategies and other content classes to help student achieve proficiency on the NYSESLAT. Many of these students have received passing scores on the NY State ELA exam and benefit from using these skills and strategies on the NYSESLAT. For students receiving ELL services for more than 6 years, MS staff provides in class instruction and at risk services to help these students achieve proficiency levels on the NYSESLAT. MS 51 has 14 ELL students that are also receiving Special Education services. These students have been determined to have an educational handicap that warrants special education services. These students are not passing the NYSESLAT due to an educational handicap and benefit from ELL services that help them use strategies that they have used to pass classroom and state exams. Providing these students with classroom materials that address a multisensory approach to learning can offer these students a high quality education without being pulled out of their class. The ELL teacher aligns ELL instruction with all content classes to help ELL students with special education services align compensatory strategies that they have learned with ELL goals and the NYSESLAT exam. MS 51 continues to develop the ELL program by integrating research and NY state standards into the ELL freestanding program. Using ongoing professional development the ELL teacher is able to up to date instruction and research based instruction for ELL students. MS 51 currently provides a freestanding ELL approach that has helped ELL students meet and increase proficiency levels. This program has provided students with a research based approach. MS 51 continuously monitors student performance for both ELL and non ELL students using Data based inquiry. If the current freestanding program requires additional modification the ELL teacher and staff review data to see which specific instructional supports are needed to address and improve the current program. This approach allows the ELL teacher to monitor student growth while using the data to inform instruction over the course of the school year. ELL students at MS 51 are given equal access and participate in all school programs and functions. ELL students are given additional support before and after school during extended day. This provides students additional support before and after school to help continue academic growth from the school day. The ELL teacher uses the same instructional content and materials that content teachers use in order to help ELL students have the same opportunities as non ELL students. In addition the ELL teacher has access to materials that are designed to help ELL students. These materials are aligned with content classes and coursework. The ELL teachers uses a freestanding approach that is integrated with student coursework and grade level. This ensures that students are given ELL services and instructional materials that are at grade level. The ELL teacher at MS 51 aligns goals across content areas and grade level. Depending on the students grade level thy receive academic supports and ELL services to address their needs and to help meet grade level standards for Intermediate school in ELA, Math, Science, Social Studies, and Foreign Language.

Courses Taught in Languages Other than English ⓘ

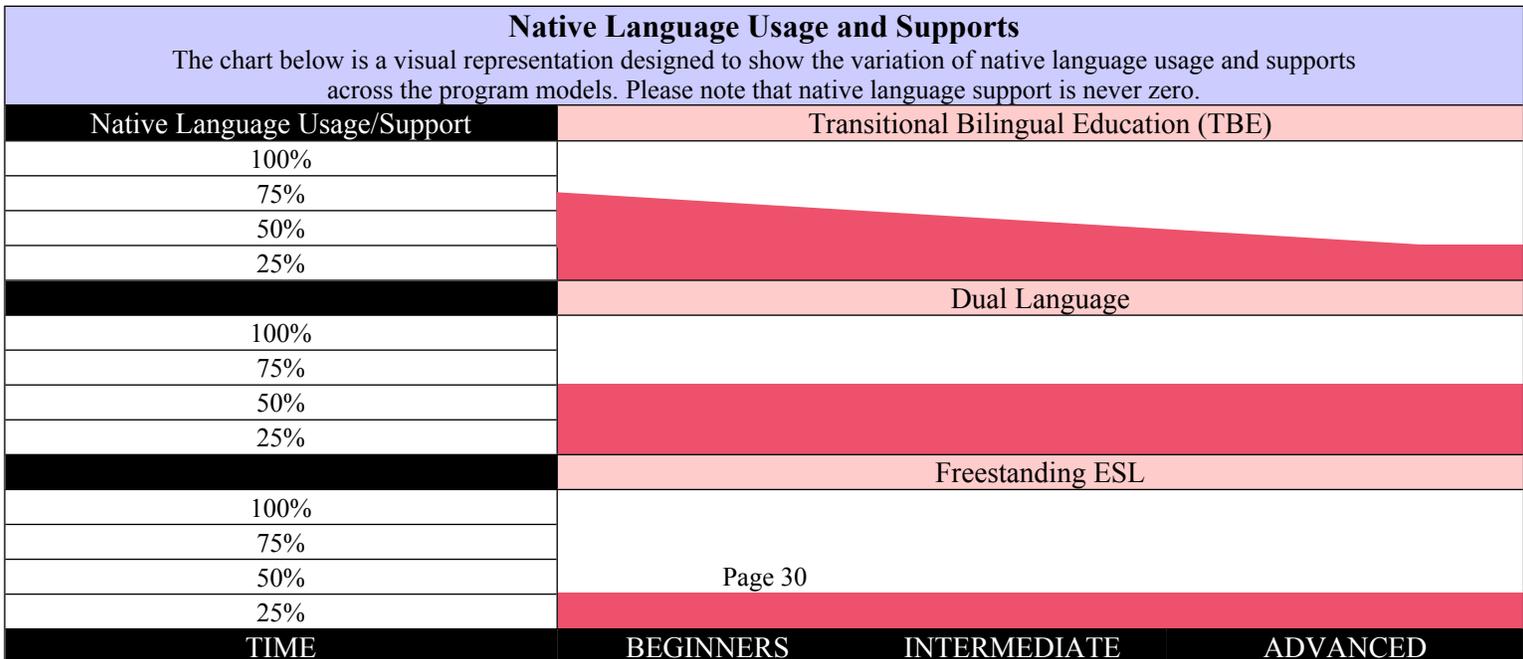
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

Ms. Welch implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

1. To amplify the literacy and academic skills of ELLs who participate in the ESL program
2. To incorporate recognized and researched based ESL instructional strategies across content subject areas.
3. To give students the skills to perform at city and state grade level in all subject areas

In the Freestanding ESL component we have 7 students, from 3 grades. They range from upper Beginner to Advanced Proficiency levels. They all attend 320 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom.

The Freestanding ESL program does not use a particular text, but works within our GE ELA instruction with the support of Teacher's College Reading and Writing Workshop Model. This includes the use of high interest / low level 'leveled' texts with frequent assessments in reading level growth. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

I. Attanasio and Associates Getting Ready for the New NYSESLAT

II. New York State Coach: ELA

III. New York State Coach: Mathematics

The goal of our ESL program is to promote full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
 - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
 - Math and ELA Inquiry Teams focused on teaching content language, word study and vocabulary this year to increase reading comprehension. response to questions
 - ELL's are offered the same talent and second language elective as general education students.

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 this instructional time is EPs and ELLs instructed in? What content areas are taught in each?

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.

Professional development is provided to school staff throughout the school year at orientations, staff meetings, and professional development days. ELL goals, standards, and instruction are integrated into these professional developments to ensure that instruction addresses NY State grade level standards and ELL goals.

- Related service providers (Para Professionals, Occupational therapists, Speech and Language Therapists, Guidance Counselors, Physical Therapists) are provided professional development to align related service goals for ELL students to increase proficiency
- School personal (secretaries, parent coordinator, and school aides) are given supports and training during the school year to increase the use of translation services and parent outreach
- School secretaries are provided training on data collection systems and reports (BESIS) using current NYC DOE technologies (ATS)
- Mandated 7.5 hours of training and staff development for staff (excluding ELL teachers) is intergraded for all staff to address the needs and instructional strategies for ELL students during staff development, professional development, grade meetings, and department meetings. This ensures that needs of all students including ELL students are addressed.
- Records are maintained for all events by school secretaries and staff meeting during staff development. These records are recoded and stored in filed.

Content area teachers (primarily ELA, SS, Math, and Science) and the ESL teacher meet weekly to plan for student needs and develop strategies for working with these students. The goal is to help students to better understand various projects, assignments, and homework that they are assigned. Our ESL teacher, special education and General Education teachers attend workshops to learn about ELL teaching strategies and differentiated instruction for ELL's. On Election Day and Brooklyn Queens Day our SETTS and ELL teacher will attend the Network 5 PD, which will address the needs of ELL's and provide teaching strategies and resources for differentiation. On September 24, 2010, our ELL teacher, Katie Welch, attended the workshop: FINDING SOLUTIONS; BUILDING INSTRUCTIONAL STRATEGIES FOR SUCCESS ON THE NYSESLAT FOR STUDENTS IN GRADES K-8 at Long Island University.

Professional development is provided by school staff and our Network.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population is met through the TC Reading and Writing Workshop model of instruction.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
 - o ESL in the Mathematics classroom, scaffolding and differentiation in the content area classrooms.

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 ELL parent member volunteers in the school two mornings a month, working with the parent coordinator and the office staff. We have a very strong, supportive PTA which holds monthly parent meetings, parent workshops, and several fundraisers for the school throughout the year. Our Teachers College staff developers offer reading and writing parent workshops once year at school and once at Columbia University. At our 6th grade orientation, all parents complete a survey to better understand how the school can support their language needs. Throughout the year we conduct several Open Houses to orient parents, potluck dinners to informally meet parents, parent workshops and meetings and several opportunities for parents to volunteer in the school, on field trips, at talent productions, and fundraisers. Parents are given opportunities throughout the school year to participate and be active in the academic development of their children. Parents of students receiving ELL services are invited to all school events, and functions. The principal holds monthly meetings after school for all parents to address specific goals and curriculum, this includes ELL instruction. For parents that require translation services during school events, the school offers translation services at the school level using staff and will also contact the Translation Services Unit for over the phone translation. MS 51 engages in ongoing community outreach this includes students that are both ELL and non ELL.

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 ELL parent member volunteers in the school two mornings a month, working with the parent coordinator and the office staff. We have a very strong, supportive PTA which holds monthly parent meetings, parent workshops, and several fundraisers for the school throughout the year. Our Teachers College staff developers offer reading and writing parent workshops once year at school and once at Columbia University. At our 6th grade orientation, all parents complete a survey to better understand how the school can support their language needs. Throughout the year we conduct several Open Houses to orient parents, potluck dinners to informally meet parents, parent workshops and meetings and several opportunities for parents to volunteer in the school, on field trips, at talent productions, and fundraisers. Parents are given opportunities throughout the school year to participate and be active in the academic development of their children. Parents of students receiving ELL services are invited to all school events, and functions. The principal holds monthly meetings after school for all parents to address specific goals and curriculum, this includes ELL instruction. For parents that require translation services during school events, the school offers translation services at the school level using staff and will also contact the Translation Services Unit for over the phone translation. MS 51 engages in ongoing community outreach this includes students that are both ELL and non ELL.

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)							0	1	0					1
Intermediate(I)							0	3	1					4
Advanced (A)							2	2	1					5
Total	0	0	0	0	0	0	2	6	2	0	0	0	0	10

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P							1	1					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	0	1	0	3
7	2	1	2	0	5
8	0	3	0	0	3
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	1				1				2
7	5		1						6
8			1		2				3
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	2	0	8	0	1	0	0	0	11
8									0
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				
Integrated Algebra	0			
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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 implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening, reading and writing skills for ELL/IEP, including increased use technological activities in the classroom.
- During the extended day sessions, ELL/IEP students will receive instruction in reading to strengthen their literacy skills.

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.

n/a

Part VI: LAP Assurances

School Name: <u>William Alexander MS 51</u>		School DBN: <u>15k051</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lenore DiLeo-Berner	Principal		10/24/11
Gregory Stanislaus	Assistant Principal		10/24/11
Audrey Komaroff	Parent Coordinator		10/24/11
Katie Welch	ESL Teacher		10/24/11
Olga Zumba	Parent		10/24/11
Amy Chasanoff	Teacher/Subject Area		10/24/11
Briggette Morris	Teacher/Subject Area		10/24/11
Lisa Schwartz	Coach		10/24/11
Judy Pessa	Coach		10/24/11
Robert Schulof	Guidance Counselor		10/24/11
Lucile Lewis	Network Leader		10/24/11
	Other		10/24/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k051 **School Name:** William Alexander Middle School 51

Cluster: 1 **Network:** 111

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.

Our pupil personnel secretary, Assistant Principal and parent coordinator work with PTA volunteers to assess the interpretation needs of our school community. In addition to the ATS/biographical information (RHLA and RPOB), our last PTA meeting includes an outreach to our new/incoming parents by asking them to complete a needs assessment/parent volunteer form and we provide translators to help complete the assessment. We continue this outreach into the first half of the fall term by repeating this event at the first few PTA meetings. These parents who have translation needs are documented and are often contacted not only to participate in school events, but to contribute to our translation efforts by volunteering to translate for other parents. We also translate our school brochure and our website is available in other languages by simply clicking a button.

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

Our major findings for the past two years have uncovered the need for translation services in the following languages (in order of need): Spanish, Chinese, Bengali, Arabic, and Russian. Our SLT has discussed the needs and ways to advertise these services so that all school community members are aware that services are available. Again, our PTA, in conjunction with school staff, have assessed the translation needs of the school and then reached out to these parents via mail and phone to communicate with parents all that is communicated to English speaking parents, as well as asking them to help us do a better job in translation. Most translated communication is done in the form of website postings, letters, email, meetings and phone calls. We also have two staff members in the main office who speak spanish and translate written information to families. Other staff members are fluent in Spanish, French, Chinese, Russian and Arabic. Most information reported to the school community is done via our website.

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.

Written translation services are provided at MS 51 by both in-house staff members and parent volunteers. They translate individual letters to parents as well as flyers and regular parent mailings regarding report cards, school and PTA meetings, flyers and testing information. Our writing-translators are given a 3-5 day window for translating written materials prior to their distribution. This is coordinated by our parent coordinator and pupil personnel secretary. On occasion we have used the services of the Translation and Interpretation Unit of the NYCDOE.

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

Oral translation services are provided at MS 51 by both in-house staff members and parent volunteers. Most of our oral interpretations are needed during parent teacher conferences, guidance meetings, and PTA meetings. Our staff and PTA members are made available at these times to assist with oral translations. The Department's Translation and Interpretation Unit provides interpretation during our annually hosted CEC meeting.

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>.

Parents in need of translation and interpretation services will be provided with a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign is posted at the entrance of our school stating (in the most prominent covered languages) availability of interpretation services. Our safety plan also includes a procedure for contacting parents of a covered language in the event of an emergency. In the beginning of the year, the Department of Education discipline code book is distributed in several languages to our families. Progress report card information, parent-teacher conference invites and health information (SUNY/LICH clinic) is also communicated in these prominent languages.