



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MIDDLE SCHOOL 61

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K061

**PRINCIPAL:** MS. SANDRA TAYLOR

**EMAIL:** STAYLOR13@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. BUFFIE SIMMONS

## 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
Ms. S. Taylor	*Principal or Designee	
Mr. A. Rison	*UFT Chapter Leader or Designee	
Ms. Y. Gilbert	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. A. Greene	Member/ Parent	
Ms. C. Orta	Member/ Parent	
Ms. S. Benton	Member/ Parent	
Ms. O. Jones - Greaves	Member/ Parent	
Ms. Farrow	Member/ Teacher	
Ms. Grey	Member/ Teacher	
Ms. Blackman	Member/ Teacher	
Mr. L. Jackson	Member / Teacher	
Ms. La-Fargue	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

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

**Annual Goal #1: By June 2012, all students, including ELLs and Students with Disabilities, will increase their performance in Levels 3 & 4 in ELA, from 38.8% to 44%.**

### **Comprehensive needs assessment**

In looking at the Progress Report for the 2011 NYS ELA test, we find that there was an increase in the category of students performing at Levels 3 & 4 for all students, although we didn't meet our target of 5% increase. An overview of the report showed 38.8% scored Level 3 and above. Upon examining the item analysis of the test for each grade, we found that students performed poorly in certain indicators.

Analysis of the **grade six** students from NYSTART report is as follows:

- Specific performance indicators from the New York State standards were assessed. In looking at the standard of *Information and Understanding*, we noticed that only 43% of the students showed mastery in the Performance Indicator (Read to collect and interpret data, facts and ideas from multiple sources).
- In looking at the standard of *Literary Response and Expression*, we noticed that only 44% of the students showed mastery in the Performance Indicator (Determine the Meaning of Unfamiliar Words by Using Context Clues, a Dictionary or Glossary.)
- In looking at the standard of *Critical Analysis and Evaluation*, we noticed that only 40% of the students showed mastery in the Performance indicator (Evaluate information, Ideas, Opinions, and Themes in texts by Identifying Missing or Unclear Information).

Analysis of the **grade seven** students from NYSTART report is as follows

- Specific performance indicators from the New York State standards were assessed. In looking at the standard of *Information and Understanding*, we noticed that only **37%** of the students showed mastery in the Performance indicator. (Draw conclusions and make inferences on the basis of explicit information.)
- In looking at the standard of *Literary Response and Expression*, we noticed that only **20%** of the students showed mastery in the Performance Indicator (Determine the meaning of unfamiliar words by using context clues, a dictionary or glossary.)
- In looking at the standard of *Critical analysis and Evaluation*, we noticed that only **28%** of the students showed mastery in the Performance Indicator (Evaluate examples, details or reasons used to support ideas).

Analysis of the **grade eight** students from NYSTART report is as follows

- Specific performance indicators from the New York State standards were assessed. In looking at the standard of *Information and Understanding*, we noticed that only **37%** of the students showed mastery in the Performance Indicator (Draw conclusions and make inferences on the basis of explicit information.)
- In looking at the standard of *Literary Response and Expression*, we noticed that only **20%** of the students showed mastery in the Performance Indicator (Interpret characters, plot, setting, and theme, using evidence from the text).
- In looking at the standards of *Critical Analysis and Evaluation*, we noticed that only **28%** of the students showed mastery in the Performance Indicator (Question the writer's assumptions, beliefs, intentions and biases.)

The Plan will be shared with all core subjects to enhance the reading and writing strategies.

### **Instructional strategies/activities**

Based upon these findings, the following school-wide plan will be implemented:

- Benchmark assessments and Teacher-made pre- and post-tests to identify strengths and weaknesses.
- Continued creation of the data wall and data binders to identify where students are, and their growth progress.
- Identify specific academic goals to be accomplished based on weaknesses from the tests, as well as the weak areas of the NYS ELA.
- Exposure to the task of the selected Common Core Standard that deals with the challenges of text complexity in written analysis of informational text.
- Teach lessons in whole group and differentiate for small group instruction.
- Materials for practice include Acuity, Ed Performance, Coach, Ladders to Success, and various on-line programs such as Achieve 3000 and BrainPop.
- Administration of Post test after two to three weeks of instruction.
- Reading for Stamina will be implemented so students can read for longer periods of time.
- Use of graphic organizers to involve all students and help them make connections to their lives.
- Evaluation at the end of each lesson and assessment during the lesson to capture what each student has learned.
- Build in vocabulary development during the lesson and create an on-going academic vocabulary word wall.
- Academic Intervention Services (AIS) before, during, and after-school will be provided for the Level 1 and 2 students.
- Accelerated Intervention Plan (AIP) will be implemented for students who are above level.
- Looking at student work during team meetings.
- Use of Depth of Knowledge levels of analysis in reading.
- Alignment of curriculum, lesson plans, homework, and materials to the CCSS in ELA, Social Studies and Science.
- Looking at Student Work to inform teachers practices and critical areas for improvement, including ELL's and Sp. Ed. students.
- Applying the depth of knowledge, Levels in Reading (scientifically-based research) method, to read and assess content area. Including ELL's and Sp. Ed.
- Use of Graphic Organizers, e.g. (KWL, Venn Diagram, Literature Circle) Writing Process.
- Seven Habits of Proficient Readers, independent reading, including ELL's and Sp. Ed. Students.
- Additionally, English Language Learners (ELL) are provided with grade level materials and instructional opportunities that build on prior experiences and allow for purposeful use of the native language. Scaffolding strategies include: Pre-teaching key vocabulary, graphic organizers, accountable talk, and writing
- Students with Disabilities: the focus is in
  - Creating higher expectations for learning and achievement based on students' IEPs
  - Increased interactions with non-disabled peers.
  - Use of Universal Design for Learning (UDL) which recognizes that every student learns differently.
  - (Audio tapes, videos, interactive web works, short-term due-dates with task checklists, graphic organizers, peer review, and teacher conferencing.)
  -
- The following steps are taken to include teachers in the decision- making process from 9/11-6/12.
  - Participation in School Leadership Team
  - Weekly Common Prep Meetings that focus on data analysis, Looking at Student Work.
  - Curriculum Writing and adjustments
  - Creation and analysis of benchmark assessments given 5 times per year.
  - Professional Development 3 times weekly, department and faculty conferences.
  - Frequent short observations with research-based rubrics.
  - Immediate feedback by administrators and peer-to-peer evaluation.

**Strategies to increase parental involvement**

Just the Facts for NY Parents (NCLB)  
School Parent Compact  
Parent Involvement Policy  
Acuity (assessment focused on learning)  
NCOPIE Update  
English Language Learners (AYP)  
PL-1118  
Annual Title I Parent Meeting (Title I SWP)  
Various afterschool programs provided at MS 61  
Bullying in Schools  
City wide Standards of Intervention & Discipline Codes  
Leadership Framework:Strengths & New Habits  
Dial A Teacher infor  
Got Homework (Brooklyn Library)  
Gangs infor guide for parents  
Periodic Assessment  
News Article (Getting Dads Involved)  
Math language  
State standards 6, 7 & 8 grades  
Medicine Wheel (Leadership Skills)  
Children Learn What They Live  
Connections (how responsibility is taught)  
Helping Depressed Adults

**Strategies for attracting Highly Qualified Teachers (HQT)**

All our teachers are highly qualified (HQT) as per the BEDs report. Teachers continue to maintain their highly qualified status through job-embedded professional development, training of lead teachers from the CFN 110 Network and other outside sources. Teachers College, ILead, Isoke Nia, Heidi Jacob Hayes, Botanical Gardens, Teaching Matters.

**Service and program coordination**

The following services help students to achieve the school’s goals:

**Violent Prevention Programs**

PBIS  
Overcoming  
Obstacles  
Respect for All

**Nutrition Program**

Breakfast in the Classroom

**Housing Programs**

Temporary Housing  
Purchasing Uniforms  
Paying for Trips  
Paying for Graduation  
School Supplies

## Budget and resources alignment

### Support

- Principal
- Assistant Principals
- Literacy Staff Developer
- Librarian
- Computer Teacher
- AIS Teachers
- Mentor Teacher
- ESL Teacher
- ELA/math Institute Grant
- John Hopkins Accelerated Program
- External and Internal Professional Development
- Achieve 3000
- Network CFN 110

- Title III
- Title I, SWP
- Contracts for Excellence
- FSF
- 21<sup>st</sup> Century Grant
- Tax Levy
- Tax Levy NYSTL
- Tax Levy CFN

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June 2012, to decrease students who are below the target range by 5%, to increase the students within the target range by 5% and to increase the students who are above the target range by 5%.

### **Comprehensive needs assessment**

Analysis of grade six students from NYSTART report is as follows:

Specific performance indicators from the New York State standards were assessed. In looking at the mathematic content strands 1 through 5 performance indicators we noticed the following:

Number Sense 45% below target 23% within target range 32% Above Target range  
Algebra 46% below target 17% within Target 37% above Target range  
Geometry 46% below target 22% Within Target 32% above Target range  
Measurement 45% below target 24% Within Target 32% Above Target range  
Statistics/Probability 44% below target 23% Within Target 33% Above Target range

Analysis of grade seven students from NYSTART report is as follows:

Specific performance indicators from the New York State standards were assessed. In looking at the mathematic content strands 1 through 5 performance indicators, we noticed the following

:

Number Sense 41% below target 19% Within Target 40% Above Target range  
Algebra 43% below target 18% Within Target 38% Above Target range  
Geometry 44% below target 19% Within Target 37% Above Target range  
Measurement 42% below target 21% Within Target 37% Above Target range  
Statistics/Probability 42% below target 22% Within Target 37% Above Target range

Analysis of grade eight students from NYSTART report is as follows:

Specific performance indicators from the New York State standards were assessed. In looking at the mathematic content strands 1 through 5 performance indicators we noticed the following:

Number Sense 61% below target 16% Within Target 23% Above Target range  
Algebra 52% below target 20% Within Target 28% Above Target range  
Geometry 62% below target 14% Within Target 24% Above Target range

Based upon these findings, the following school-wide plan will be implemented

Item analysis to find the specific questions that the students are struggling with at risk  
We will create an action plan that addresses the specific needs of the students.  
Differentiate the instructions to address the students' academic needs

**Instructional strategies/activities**

- a) Frequent short observations with research-based rubrics.
- b) Immediate feedback by administrators and peer-to-peer evaluation.

**Strategies to increase parental involvement**

Just the Facts for NY Parents (NCLB)  
School Parent Compact  
Parent Involvement Policy  
Acuity (assessment focused on learning)  
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News Article (Getting Dads Involved)  
Math language  
State standards 6, 7 & 8 grades  
Medicine Wheel (Leadership Skills)  
Children Learn What They Live  
Connections (how responsibility is taught)  
Helping Depressed Adults

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All our teachers are highly qualified (HQT) as per the BEDs report. Teachers continue to maintain their highly qualified status through job-embedded professional development, training of lead teachers from the CFN 110 Network and other outside sources. Teachers College, ILead, Isoke Nia, Heidi Jacob Hayes, Botanical Gardens, Teaching Matters.

**Budget and resources alignment**

**Support**

- Principal
- Assistant Principals
- Team Leaders of Mathematics
- Math Coach / Data Specialist
- Computer Teacher

- AIS Teachers
- Mentor Teacher
- ESL Teacher
- ELA/Math Institute Grant
- John Hopkins Accelerated Program
- External and Internal Professional Development
- Achieve 3000
- Network CFN 110

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

By June 2012, we will increase teacher effectiveness on student learning, by implementing the Citywide Expectations of engaging in short, frequent cycles of classroom observations with immediate feedback using a research-based rubric that articulates clear expectations.

#### **Comprehensive needs assessment**

Based on the analysis of observations from 2010 – 2011, we conclude that a great number of teachers need assistance with the delivery of instruction. There are teacher dominated lessons that do not allow students to circulate acquired knowledge amongst themselves. There is also a need for self evaluation of teachers in order to take ownership of the professional development needed to improve instruction.

This goal is also based on a Professional Development survey that teachers took to indicate what they need assistance with.

According to our School Progress Report, we did not meet our target of a 5% increase.

#### **ELA**

In looking at the standard of Information and Understanding we noticed that in grade 6, only 43% showed mastery in the performance indicator (Read to Collect and Interpret Data; Facts and Ideas from Multiple Sources). In looking at the standard of Literacy Response and Expression, only 44% of the students showed mastery in the performance indicator (Determine the Meaning of Unfamiliar Words by using Context Clues, a Dictionary or Glossary.) In looking at the standard of Critical Analysis and Evaluation, only 40% of the students showed mastery in the Performance indicator (Evaluate Information, ideas, Opinions, and Themes in Texts by Identifying Missing or Unclear Information).

In looking at the standard of Information and Understanding we noticed that in grade 7, only 37% of the students showed mastery in the Performance indicator. (Draw Conclusions and Make Inferences on the Basis of Explicit Information). In looking at the standard of Literacy Response and Expression, only 20% of the students showed mastery in the Performance Indicator (Determine the Meaning of Unfamiliar Words by using Context Clues, a Dictionary or Glossary). In looking at the standard of Critical Analysis and Evaluation, we noticed that only 28% of the students showed mastery in the Performance Indicator, (Evaluate Examples, Details or Reasons used to Support Ideas).

In looking at the standard of Information and Understanding we noticed that in grade 8, only 37% of the students showed mastery in the Performance Indicator. (Draw conclusions and make Inferences on the basis of Explicit Information). In looking at the standard of Literacy Response and Expression, we noticed that only 20% of the students showed mastery in the Performance Indicator, (Interpret Characters, Plot, Setting and Theme, using Evidence from the Test). In looking at the standards of Critical Analysis and Evaluation, we noticed that only 38% of the students showed mastery in the Performance Indicator (Question the Writer's Assumptions, Beliefs, Intentions and Bias

## **Math**

In looking at the mathematic content strands 1 through 5 performance indicators, we noticed that

### **Grade 6**

Number Sense, 45% scored below the target

Algebra 46% scored below the target

Geometry 46% scored below the target

Measurement 45% scored below the target

Statistics/Probability, 44% scored below the target

### **Grade 7**

Number Sense, 41% scored below the target

Algebra, 43% scored below the target

Geometry, 44% scored below the target

Measurement, 42% scored below the target

Statistic/Probability, 42% scored below the target

### **Grade 8**

Number Sense, 61% scored below the target

Algebra, 52% scored below the target

Geometry, 62% scored below the target

## **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

## **Strategies to increase parental involvement**

Just the Facts for NY Parents (NCLB)

School Parent Compact

Parent Involvement Policy

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 Helping Depressed Adults

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
 The following services help students to achieve the school's goals:

**Violent Prevention Programs**

PBIS  
 Overcoming  
 Obstacles  
 Respect for All

**Nutrition Program**

Breakfast in the Classroom

**Housing Programs**

Temporary Housing  
 Purchasing Uniforms  
 Paying for Trips  
 Paying for Graduation  
 School Supplies

**Budget and resources alignment**

**Support**

- Principal
- Assistant Principals
- Literacy Staff Developer
- Librarian
- Computer Teacher
- AIS Teachers
- Mentor Teacher
- ESL Teacher
- ELA/math Institute Grant
- John Hopkins Accelerated Program
- External and Internal Professional Development
- Achieve 3000
- Network CFN 110

- Title III
- Title I, SWP
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- Tax Levy
- Tax Levy NYSTL
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## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

By June 2012, we will increase our Collaborative Inquiry Team to three by implementing two additional teams:

Original team The study of ELL's students in Mathematics

Addition team Motivating the Accelerated Learner

Additional team Increasing SWD levels from 2 to 3

### **Comprehensive needs assessment**

Based on the analysis of NYSTART data, we conclude that our 1<sup>st</sup> team of study with ELL students that failed the math test puts our AYP in jeopardy. We were flagged 1<sup>st</sup> year of not meeting AYP in Mathematics. 102 of our LEP students failed the math performance index.

Grade 6, 87% levels 1 and 2

Grade 7, 100% levels 1 and 2

Grade 8, 100% levels 1 and 2

Additionally, we need to continue to increase the levels for our SWDs from level 2 to 3.

Grade 6, 90% levels 1 and 2

Grade 7, 98% levels 1 and 2

Grade 8, 92% levels 1 and 2

Because of the slow growth of students in our Gifted and Talented classes, we need to implement strategies to assist accelerated students movement from level 3 to 4.

### **Action Plan**

Teachers will meet to discuss the following:

Student work using N.S.F. Harmony protocols (i.e., Collaborative Assessment Protocol)

Item analyses/matrix reports from the NYS ELA and Math Assessment to look for clues and patterns of student weakness.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

**Strategies to increase parental involvement**

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**Strategies for attracting Highly Qualified Teachers (HQT)**

All our teachers are highly qualified (HQT) as per the BEDs report. Teachers continue to maintain their highly qualified status through job-embedded professional development, training of lead teachers from the CFN 110 Network and other outside sources. Teachers College, ILead, Isoke Nia, Heidi Jacob Hayes, Botanical Gardens, Teaching Matters.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
The following services help students to achieve the school's goals:

**Violent Prevention Programs**

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Respect for All

**Nutrition Program**

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**Housing Programs**

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Paying for Trips  
Paying for Graduation  
School Supplies

**Budget and resources alignment**

**Support**

- Principal
- Assistant Principals
- Literacy Staff Developer
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**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	160	165	160	160	140	35	15	25
<b>7</b>	200	228	200	200	150	25	10	10
<b>8</b>	255	230	255	255	130	25	15	15
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>Services are provided to students using the following research-based programs, which will take place before school, after school, during the school day, and during the summer:</p> <p><b><u>The Wilson Reading System</u></b> Provides a step-by-step sequential system to help teachers implement a multi-sensory structured language program to students who are struggling with decoding and encoding.</p> <p><b><u>Achieve 3000</u></b> Achieve 3000 is a web-based reading solution that improves literacy through differentiated instruction. Their philosophy is based on teaching students, one-on-one, at their individual level, for it is one of the most effective ways to help students reach and exceed their grade level. The Achieve 3000 solutions delivery reading content that is precisely matched to each student's individual learning profile.</p> <p>Results show that Achieve 3000 dramatically improves reading comprehension, vocabulary, writing proficiency, and high-stakes test performance.</p> <p><b><u>Acuity</u></b> A research-based data analysis protocol that allows teachers to analyze and interpret student data. Teachers are able to assign work based on student weaknesses in a particular skill.</p> <p>The ITA 1, ITA 2 and the Predictive assessments are used as bench-marks toward student achievement standards, and meeting the school's goals.</p>
<p><b>Mathematics</b></p>	<p>Service is provided to students using the following research-based program, which will take place before school, after school, during the school day, and during the summer:</p> <p><b><u>Tenmarks.com</u></b> and <b><u>BrainPop</u></b> Are web-based, individualized learning programs with a rigorous math content that is both fun and engaging. It was designed to create a very user-friendly experience for both students and teachers.</p>

	<p><b><u>Acuity</u></b>  A research-based data analysis protocol that allows teachers to analyze and interpret student data. Teachers are able to assign work based on student weaknesses in a particular skill.</p> <p>The ITA 1, ITA 2 and the Predictive assessments are used as bench-marks toward student achievement standards, and meeting the school's goals.</p>
<b>Science</b>	Teachers will work with small groups during the school day.
<b>Social Studies</b>	AIS Services will be given to those students who fail to meet the promotional criteria in Social Studies. Teachers will work with small groups during the school day.
<b>At-risk Services provided by the Guidance Counselor</b>	At-risk services will be provided by guidance counselors. Counselors will work in small groups and individually with students. Group work and social skills are emphasized.
<b>At-risk Services provided by the School Psychologist</b>	At-risk services will be provided by the school psychologist. These services will include intervention, consultation, referral, behavior modification, and testing.
<b>At-risk Services provided by the Social Worker</b>	At-risk services will be provided by the social worker. These services will include intervention, consultation, referral, behavior modification, and testing.
<b>At-risk Health-related Services</b>	At-risk students will receive health-related services. These services will include first-aid, medication, Epi-pen training for students and teachers, and ongoing training in the use of the Defibrillator.

## **PARENT INVOLVEMENT POLICY (PIP)**

### **Parent Involvement Goals:**

The PAC of Middle School 61 has established the following goals to support and promote parent activities for increasing the involvement of parents. To increase communication between the home, school and community by offering social gatherings to forge better relationships. Implement family literacy workshops to help parents help their children at home. Provide opportunities to increase our reading and writing scores by encouraging parents to read and set up a book club for parents.

The Principal and staff will work jointly with the parent representatives (PAC and PA) to strengthen the voice of parents as it relates to academic excellence for all children. A process will be put in place so that parents will have an opportunity to share their concerns and gather information as it pertains to their child's education.

### **Definition of Parent:**

The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). **Section 910 (31) . ESEA**

### **Building Capacity for School & Parent Involvement:**

The PAC's will work to strengthen the parent voice on the school leadership teams. The parent involvement policy must be included in the school level comprehensive educational plan. The parents of participating students must have an opportunity to share their concerns and ideas for changes and recommendations.

The parents Advisory Council representatives must provide information to families within their respective schools regarding the Title 1 programs, activities and expenditures. They will also provide information and support to those parents who have children in Special Education ELL and the Bi-Lingual programs.

The term "***parental involvement***" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents are encouraged to be actively involved in their child's education at school;
- That parent's play an integral role in assisting their child's learning;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

The carrying out of other activities, such as those described in section 1118 of the ESEA. (Section 9101(32).ESEA.)

### **Annual Meeting:**

The PAC will convene an annual meeting each year to discuss the Title I program and make recommendation for ratification in the reauthorization. They will prepare workshops, forums and other school events during the year. To increase parent participation and improve avenues for better communication with families and school personal.

### **Professional Development:**

Parents of Middle School 61, including the Parent Coordinator should attend in and out of town conferences, meetings and forums to obtain additional resources and knowledge to help support and influence educational change.

### **Duties and Responsibilities of PAC Representatives Include:**

Incentives to foster increased attendance and participation of parents at conferences and workshops. Including increasing parent participation in school activities through the PA, PAC and Parent Coordinator's workshops. Build better relationships between the home and school through via phone, auto-dial, mailings, letters, flyers, and newsletters. To improve communication between families and school through social gatherings such as, our Men Empowerment Forum, Title I Conferences and various workshops.

- \* Provide information in a timely manner
- \* Host on-going professional development training on such topics as; special education, Bi-lingual, standards/assessment, strategies for increasing test scores, Title I program.
- \* Circle of Sisters (book club)
- \* Men Empowerment Forum
- \* Annual Title I Conference(s)
- \* Develop a Title I newsletter (bi-annual)
- \* Develop avenues for obtaining grants and outside financial support
- \* Provide cultural enrichment opportunities for parents
- \* Participate at various in and out of town conferences
- \* Prepare notices and other documents of interest in other languages (where possible)
- \* Build positive relationships between staff and parents
- \* Help to expand our communication between the home and school
- \* Develop family events for building cohesiveness within the family unit
- \* Host opportunities for staff and parents to interact socially

The Parent Coordinator works as a supporter on committees with parents to help strengthen and support parent activities.

### **Professional Development Training Topics:**

The parent workshops, forums, conferences, and events will be held at various times and day's to accommodate parents and families.

Notification letters, flyers and mailings will be sent in advance of meetings to increase and encourage parent participation. Packets of educational and community materials will be distributed and or available at parent events. In addition, refreshments, door prizes, books and other incentives will be providing Professional Development workshops, such as:

Title I - NCLB (Conferences)  
Special Education Program  
ELL/Bi-Lingual Program  
Circle of Sisters (Book Club)  
Men Empowerment Forum  
Women Empowerment Forum  
Family & Literacy  
Parenting Skills  
Computer Skills  
Curriculum Development  
Motivational Skills/Self Esteem  
Movie Night  
Meet and Greet (social events)

SES-Supplemental Educational Services  
School Choice/SES  
State Standards/Curriculum  
Family Involvement – Cultural Enrichment Activities  
And other topics of interest.....

### **District Level Representations:**

The PAC Representative or PAC Alternate will attend the (DPAC) District Parent Advisory Council meetings to represent out school.

### **Title I Budget:**

#### **Resources/Cost/Source: - 1% of Title I Parent Involvement budget**

1% of the Title I funds for Parent Involvement is given to schools to develop meaningful parent involvement activities. The PAC will develop a budget and present it to the parents for their input before presenting the final document to the Principal.

Title 1 funds can be used for transportation (metro cards), stamps for mailing letters, newsletters and other notifications, hotel fees, conference registration fees, purchasing books, supplies, lending library, literary programs, refreshments, reimbursements, childcare, incentives and other items.

### **Annual Evaluation:**

#### *Intervals of Periodic Review*

Evaluations will be distributed after each workshop to determine the effectiveness of professional development training. Attendance sheets and agendas are to be used to

determine an increase in the numbers of participants and for the purpose of documentation.

The PAC will meet with the Title I school representatives to discuss/determine and review the overall effectiveness of the Title I program. Parents will have an opportunity to make recommendations for improving the program and to make sure that we meet our AYP.

**Major Tasks/Activities** - Participate on the School Leadership Team and its Sub-committees. Establish regularly scheduled events such as; workshops, forums, conferences to inform parents of content area expectations. Activities will be geared towards helping parents to understand state standards and test preparation pertaining to their child/ren education.

*Term of Office*

All officers may serve a term of (2) two consecutive years. Elections will be held every two years. Newly elected officers will assume responsibilities starting September 1<sup>st</sup> school year. It is recommended that during the transition period between July and October, the existing new board and former board will work together to exchange and give technical assistance for a smooth transition. For roles and responsibilities of each officer see DPAC Plan for Parent Advisory Councils.

This policy was adopted and approved on the following date: **October 23, 2007**

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**SCHOOL - PARENT COMPACT**

**THE SCHOOL AGREES**

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care of home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

**THE PARENT/GUARDIAN AGREES**

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy and school-parent compact..
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To support his/her child(ren) by reviewing their homework assignments. Including providing time for reading.



**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 [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Nichele Manning-Andrews'</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>061</b>
School Name <b>Gladstone Atwell Middle School 61</b>			

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

Principal <b>Ms. Sandra Taylor</b>	Assistant Principal <b>Mr. S. O'Donoghue</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher /ESL Coord. <b>Ms. Doreen Marvin</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>ELA - Ms. Verna-Surena</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Ailene Thompson</b>
Related Service Provider <b>type here</b>	Other <b>Bruce Newman, Data Specialist</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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	<b>1</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1071</b>	Total Number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>5.23%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a. At registration, the HLIS form is distributed to the parents in the appropriate language(s). If the HLIS form indicates the student speaks a language other than English and the parents speak English, then the ESL teacher, Mrs. D. Marvin is contacted to complete the interview. The two primary languages in the school are Haitian-Creole and Spanish. If parents only/primarily speak Haitian Creole, Mr. C. Boutos, a certified Haitian-Creole teacher, will conduct the interview. If the parents only/primarily speak Spanish, Ms. Newball or Ms. Felix, both certified foreign-language teachers (Spanish) will conduct the interview.

1b. These three teachers help in the registration process and will aid parents to complete the various forms including the HLIS. Mrs. D. Marvin, Certified ESL teacher, will review the HLIS, speak to the child, examine any exam history, and administer the LAB-R if necessary. The LAB-R is administered within 10 days of admission. Before the child is formally placed into an official class, the above pedagogues will confer with the ESL teacher about appropriate placement of the ELL. Once the LAB-R is administered, the student's scores will determine whether or not he/she will receive ESL services. In addition, the LAB-R results will decide if the ELL needs 180 or 360 minutes of ESL services per week. The LAB-R is administered and hand scored by the ESL teacher, Mrs. Marvin.

1c.

- In the fall semester, students master basic skills in the four modalities based on their current linguistic abilities and the data from the most recent NYSESLAT/LAB-R. LAT and RMNR reports are used to gather this data. These reports provide data on sub-scores that will help guide differentiated instruction. In turn, ELA scores are examined to see if they are "in sync" with the LAT scores.

- In the spring semester, the thrust is mastering specific skills needed to reach proficiency/increase scores on the upcoming NYSESLAT

- Downloads of sample tests from NYSED are used
- Sussman's NYSESLAT test prep books for 6th/7th/8th grades are used
- Focus on writing skills for I and A level ELLs
- Review of graphic organizers that are used on the NYSESLAT

2.

- Parent outreach is best done in when the parent is physically in the building during the registration process. Mrs. Marvin, the certified ESL teacher, is contacted, shows the parent the Parent Choice DVD in the appropriate NL, and explains the three available choices (Dual Language, TBE, and ESL). In cases in which the child speaks little or no English, the parent is provided both the Entitlement Letter and Parent Option Forms in both English and NL. Staff translators are available on an on-need basis. In situations in which the child's determination for ESL services is more clearly based on the LAB-R scores, then Entitled Letters are sent to the parent based on the LAB-R scores. In this case, individual appointments are made with the parent to see the DVD and to sign Parent Choice forms.

- If parent does not see the DVD at registration, the parent is contacted in the NL within 10 days of registration to see the DVD and sign the appropriate forms.
- Parents are informed of the in-house Haitian-Creole TBE program. Parents of other ELLs are informed about other local TBE programs. They are also told that if there are enough students to form another TBE program (Spanish)/dual language program(s), they will be notified via a school letter in both languages.

3.

- Entitlement and Parent Selection forms in English and NL are distributed in early fall or within 10 days of registration.
- Parent Selection Forms are to be returned to Mrs. Marvin c/o the main office or given directly to her by the parent.
- If TBE program is available for a specific student and the parent does not respond to school notification, then the student is automatically placed into the TBE program.

4.

Honoring parent choice is essential for the future success of the ELL students. Therefore, parents are presented with the three choices of programs at registration and the available school choices (ESL/Haitian-Creole TBE); during the viewing of the DVD in the NL; and when they sign the parental forms. On-staff translators are available throughout this multi-stepped process. Parents can request later conferences to clarify any other questions/issues they may have. Throughout the process, the parents have access to Mrs. Marvin, the ESL teacher. If necessary, in-staff translators are available.

In September 2009 – June 2011, there was no TBE class/program. Effective September 2011, the school now offers a 7th/8th grade Haitian-Creole bilingual class.

Trends: Most Spanish-speaking parents refuse to transfer to a Spanish bilingual program in another school. These parents prefer to keep their children at MS 61 because: a. it is nearby; b. the neighbors' children attend this school and can accompany these children to the school building; c. there are siblings/family members who already attend MS 61.

Trends: Parents who speak other languages ( Arabic, Chinese, various African languages, etc.) prefer to have their children at MS 61 because it is a neighborhood school, and their children can easily travel to-and-from the building.

6a/6b. Three parental choice programs are: ESL, TBE, Dual Language. Based on current parent choice, MS 61 offers a Haitian-Creole Bilingual program and ESL. Dual language programs are offered in another local school in Spanish and Haitian-Creole. ALL parents of incoming ELLs view the Parent Choice DVD in the appropriate language. Parents of Haitian-Creole ELLs are invited to place their children into the Haitian-Creole TBE program. Parents of Spanish-speaking ELLs are notified that a Spanish TBE program will be established if the school has a sufficient population. Parents of ELLs of other languages are informed there are no nearby TBE/DL (dual language) programs; however, they are invited to place their children into the ESL programs. Future In-house DL (Spanish/Haitian-Creole) programs will be established based on parent choice and population.

## 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="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s): Haitian Creole (7/8)
Dual language program	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							0	11	7					18
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							17	11	8					36
<b>Total</b>	0	0	0	0	0	0	17	22	15	0	0	0	0	54

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	12
SIFE	16	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	4

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	16	3	0	4	4	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	9	3	4	0	6	4	0	3	24
<b>Total</b>	<b>32</b>	<b>12</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>44</b>

Number of ELLs in a TBE program who are in alternate placement: 42

### 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							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	12	8					20
French							0	0	0					0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>						

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	4	6					14
Chinese							0	0	1					1
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	0					2
Haitian							9	4	2					15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	0					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

## 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?

#### A. Programming and Scheduling Information

- 1 a/b. MS 61 is a middle school, and most of the programming is based on departmentalization. The ESL program is a combination of push-in and pull out models. When the ESL teacher pushes in, she will alternate between team teaching and working separately with the ELL groups. Based on schedule, the pull-out model is used. Whenever possible, these groups are formed by grade and linguistic levels.

## A. Programming and Scheduling Information

- 2a. All 6th grade general ELL are in on class. This also allows for a push-in schedule for this class. 7/8th grade Haitian-Creole TBE class also allow for a combination of push-in and pull-out programming. The Special Education ELLs and the remaining 7/8th ELLs who are not in the TBE class have a pull out model. Some ELLs/Newcomers have individual schedules that meet their specific needs. Newcomers who are not in the TBE class are usually pulled out of ELA/social studies classes minor classes and work in small groups or individually. ELLs are not pulled out of any math class. All students receive their mandated 180/360 minutes of ESL services.

- 2b. According to CR Part 154: ESL Services: Beginners/Intermediates – 360 minutes/week

Advanced – 180 minutes/week

Advanced ELL’s receive a minimum of ELA -180 minutes/week) based on class program)

NLA (TBE program) 5 x 45 minute sessions = 225 minutes/week

TBE – ELA = 5 x 45 minute sessions = 225 minutes/week

3.

- ESL Materials: Visions/Milestones/Side by Side/etc. Leveled readers/ NL support as bilingual dictionaries/glossaries/ translated textbooks if available/translated picture dictionaries/bilingual classroom libraries in Spanish/Arabic, etc/ bilingual and translated books in the school library/leveled RIF books in the school library/etc. Note: all teachers of ELL are encouraged to main bilingual dictionaries and other forms of NL(native language) support in individual classrooms.

- ESL Methods incorporate QTEL/CALLA/ scaffolding/stress on academic English with use of appropriate graphic organizers, etc.

- TBE – based on the level of the linguistic students and the mandates of CR PART 154, students are taught in the NL in content area classes: Beginners – 60%; Intermediates – 50%; Advanced – 25%

4. Spanish speaking ELL’s take the Spanish LAB to ascertain NL literacy. There no equivalent standardized tests in Haitian Creole.

However, student can take NYS content area tests and Regents in their native language. If available, students take period assessments in NL. In the TBE class, students are continually evaluated in the NL via teacher criteria testing.

5a. SIFE students are encouraged to attend all supplementary programs and Extended Day to reinforce what they have learned during the school day/week. In general, these smaller groups create a more effective learning environment for these SIFE students. Whenever possible, the ESL teacher will work individually or in small groups with the SIFE student(s) to support reading a writing skills. Most of the SIFE students are illiterate/barely literate in their native language. When available, these students are encouraged to attend Wilson Reading Program during Extended Day.

5b. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these students are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. During the first year, stress is place on the mastery of BICS (social English). As the student enters his/her second year, the shift is to attain mastery of CALP (academic English). Based on LAT scores on reading and writing, more emphasis is placed on strategies that will strengthen the needed skills that the ELLs will take on the ELA. This thrust continues through the third year. Leveled reading material is used, and more nonfiction material becomes the base of many lessons. ESL Teacher articulates with content-area teachers and provides extra support for ELLs.

6. Special ED ELLs receive all modifications stated on their IEP’s. ESL teacher have an updated IEP on file. In order for Spec Ed ELLs to master grade level material, ESL teacher will differentiate material; provide scaffolded instruction; provide leveled activities; provide ESL methodologies as chunking/jigsawing/ Think-Pair-Share/accountable talk/use of cognates/Achieve3000/ etc.

### 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:

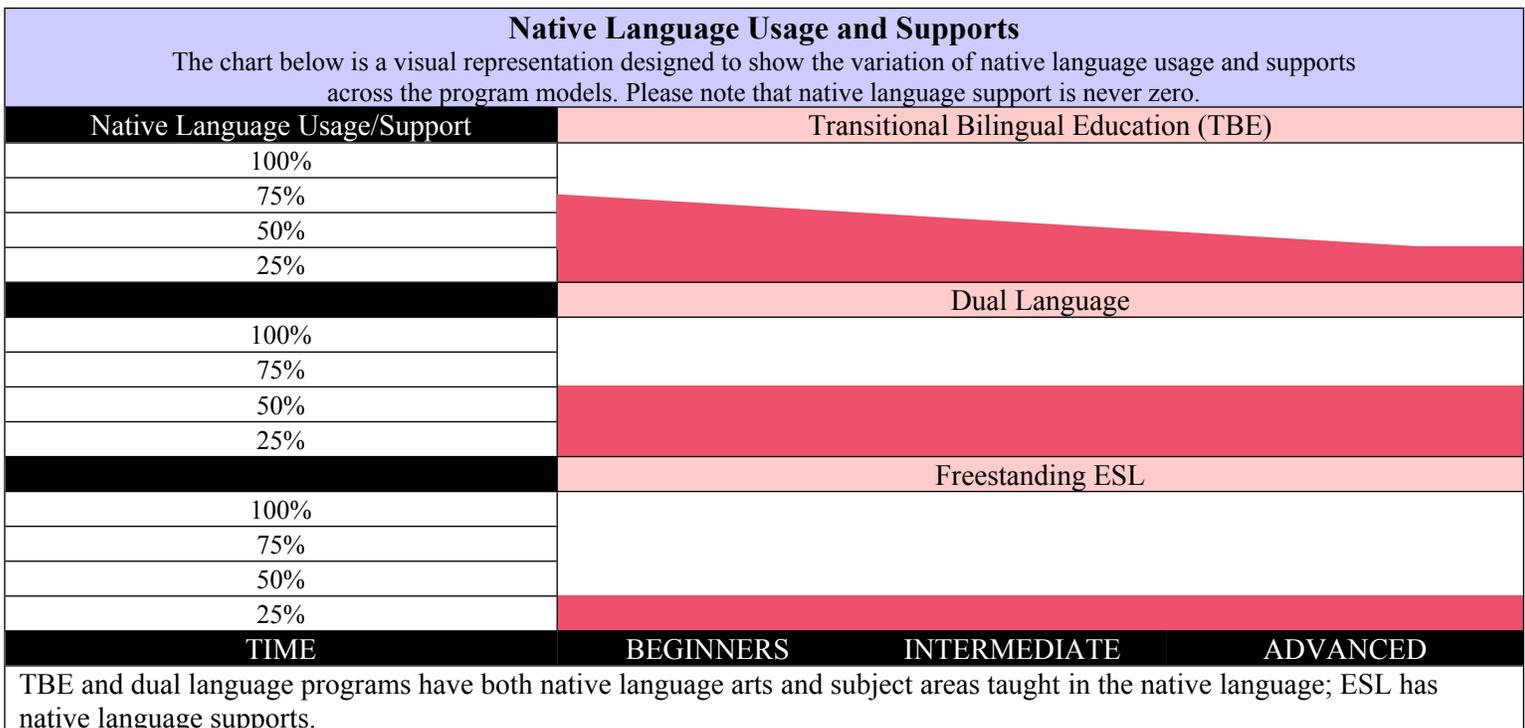
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Haitian Creole			

Social Studies:	Haitian Creole
Math:	Haitian Creole
Science:	Haitian Creole


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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?

B 8.

All ELLs and former ELLS can participate in school-wide programs as Extended Day, etc. Title III Summer program is open to students who have been in the country for less than two years. Title III after-school morning program is open to all ELLs in which the primary focus is the development of math and reading skills. If funds become available, the school reapply for the ELL Success Grant. This year, all ELLS are enrolled in Achieve3000. If available, SIFE students will attend The Wilson Reading program. Most programs are in English; but native language support is available in Title III, and Achieve 3000. Spanish support is available to Spanish-speaking students via Achieve3000.

Additional services in Math and ELA are available for all ELLs, and they have equal access to the following services:

- 21st Century CCLC
- Extended Day with ESL/Bilingual teachers
- When available, Wilson Program for SIFE/newcomers
- Title III morning/afternoon programs
- GGE program
- Achieve 3000 program
- Brainpop
- Starfall
- Tenmarks
- Bilingual counselors
- Resource room
- Peer Tutoring
- Music/Dance/Sports/Double Dutch/etc.
- Art program
- Chess Club
- Steel band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural/educational interest

9. Transitional support for former ELL

- 1 ½ time for testing
- Word-for word bilingual glossaries for content area tests
- Three readings of the ELA listening section
- Availability of translated tests/Translators in the content area
- Separate testing areas for all tests
- Early Bird Math program (morning)
- Coach series
- Test prep in the morning/afternoon

10.

- Improvements in the current TBE program
- Increased volunteers among the ELL parents
- International Parent Night
- Expanded bilingual classroom libraries
- Expanded bilingual material for school library
- Multicultural materials (books, films, etc.) for all ELLs

## B. Programming and Scheduling Information--Continued

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### 10.

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- Increased volunteers among the ELL parents
- International Parent Night
- Expanded bilingual classroom libraries
- Expanded bilingual material for school library
- More native language support as bilingual dictionaries in all ELL classrooms
- More translated content area text books.

11. Most programs will be continued. However, the two primary reasons program have been discontinued is budget. For example, Study Island was discontinued because expense. The school did not apply for the ELL Success Grant, because city-wide funding was terminated.

## B. Programming and Scheduling Information--Continued

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## 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?

Parents of ELLs are invited to participate in ALL parent functions and workshops. Title III workshops are held in the early fall and in the spring. The first parent workshop was held on October 31st. This was held in the morning and evening. Upcoming ESL workshops are scheduled for November, February, and May. If needed, translators will be available. In turn, all parent notifications are translated. Topics that will be covered are:

- Math and the ELL Student
- Promotional and Graduation Policies
- Testing Modifications for ELL and Former ELLs
- Testing: Content Area/ELA/NYSESLAT
- How Can Parents of ELLs Help Their Child(ren) Succeed at Home
- Etc.

The Parent Coordinator is in the process of contacting local CBO's that will effectively work with the ELL parents. Once the decision is made about which CBO will address the ELL parents, the Parent Coordinator will circulate translated information to the parents of ELLs about these diverse community organizations that will best meet these parents' specific needs.

In the beginning of the school year, the Parent Coordinator surveys the parents about issues that concern their children in school. All surveys are translated. As a result of these initial surveys and subsequent ones, the Parent Coordinator can accordingly tailor his/her program to meet the needs of the ELL' parent body. When necessary, the Parent Coordinator will bring specific issues to the principal.

## C. Schools with Dual Language Programs

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

## 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.

1-3. This year, general education teachers/assistant principals/special education teachers/psychologists/ occupational, speech, and physical therapists/ secretaries will attend reading and writing workshops that are offered by the network, Brooklyn Reading Council, ESL teacher, and the OELL (Office of English language Learners), etc. The goal is that all teachers will have NYS 7 ½ //10 ½ hours of NYS mandated ESL training. Moreover, a survey will be circulated to all staff members if they had attended an ESL graduate course, QTEL training, etc. Bi-annual training (November and February) from Achieve3000 representatives will be available for all teachers of ELLs. Morning ESL workshops will be given via the Data Specialist's study groups. In turn, Parent Coordinator and available staff attend parent workshops that are given on an ongoing basis.

ESL teacher will present during PD days in November and June. This "turn key" training will also occur during departmental/faculty meetings. Professional Development is also offered during common prep periods and during Extended Day. Note: teachers voted that Thursday's 37 ½ minutes will be used for common issues and PD.

Some topics that will be covered are:

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Some topics that will be covered are:

- Academic Vocabulary
- BICS and CALP (social and academic English)
- Process Writing vs. the Writing Process
- Thematic Units of Instruction
- Scaffolding
- Grade-Level Support for ELLs in the Content Areas
- Hands-on QTEL Strategies and Methodologies
- Cognates in the Content Areas
- Tiered Vocabulary
- Testing Modifications for ELLs and Former ELLs
- NYSESLAT/LABR/Spanish LAB Tests
- Four Modalities of Language
- Language Acquisition
- How to Modify Academic Demands of the Linguistic Reality of ELLs
- Teaching Writing to ELLS
- SIFE Students
- Effective Graphic Organizer for ELLS

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In the beginning of the school year, the Parent Coordinator surveys the parents about issues that concern their children in school. All surveys are translated. As a result of these initial surveys and subsequent ones, the Parent Coordinator can accordingly tailor his/her program to meet the needs of the ELL' parent body. When necessary, the Parent Coordinator will bring specific issues to the principal.

## 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

### 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.

1. As a middle school, the primary assessment tool that assesses the ELL's literacy skills is the ELA Accuity diagnostics, These diagnostics are given in November and February. These tests reveal the students' strengths and weaknesses. As a result, teachers can differentiate instruction. In March, students take predictive tests which indicate how students will perform on the actual ELA test.

The scores of the ESL periodic assessments are also used to guide instruction

### 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.

Information here

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	3	0	0	8
7	4	5	1	0	10
8	4	7	0	0	11
NYSAA Bilingual Spe Ed	0	0	0	1	1

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4									0
5									0
6	8	0	4	0	1	0	0	0	13
7	7	4	2	0	3	0	0	0	16
8	4	0	6	0	0	2	1	0	13
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry	1	1	1	1
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

## Additional Information

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Information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Sandra Taylor	Principal		
Mr. S. O'Donoghue	Assistant Principal		1/1/01
Ms. Thompson	Parent Coordinator		1/1/01
Mrs. Doreen Marvin	ESL Teacher		1/1/01
	Parent		1/1/01
Ms Surena	Teacher/Subject Area		1/1/01
Mr. Bruce Newman	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 17K061      **School Name:** Middle School 61

**Cluster:** 1      **Network:** CFN110

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

**Part A: Needs Assessment Findings**

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

MS 61 has received funding to pay accepted translators to transcribe notifications and on-going events into various languages. The primary translations are done in Haitian Creole and Spanish. However, this funding is not used for material/notifications that have been translated by DOE central office. As a result, the parent co-coordinator has been greatly aided through the availability of this funding, and the non-English speaking parents are better-included and informed about events/general information about the school community.

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.

At least 50% of ELL parents are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents need translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences.

These findings were classified through the School Leadership Team, PTA meetings, parent coordinator, and faculty. Money for translations and translators has been met by the school budgets in Galaxy.

## Part B: Strategies and Activities

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

Oral interpretation(s) will be provided on an ongoing basis from the in-house staff and parent volunteer(s). These people will be available during school hours, after-school activities, and parent/teacher informal/formal meetings. A parent/staff survey is planned to ascertain the oral/written capabilities of staff and parent volunteers.

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

The school provides ongoing oral/written translations/translators by in-house school staff and parent volunteers.

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>.

- \* Notifications and parent letters will be translated by teachers / volunteers
- \* Will use available OELL translation of brochures, notifications, etc.
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- \* Will use available OELL translation of brochures, notifications, etc.
- \* School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates.

- \* Survey to staff and volunteer parents will aid in the identifications of which languages are spoken within the school community
  - Information will organize the availability of these translators
  - Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body. This information will clarify if any outside translators are needed and create a wider pool of parent volunteers
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## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MS 61	DBN: 17K06
Cluster Leader:	Network Leader: NICHELE MANNING-ANDREWS
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: <u>58</u>
Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At MS 61, there are 58 ELLs in the 6th/7th/8th grades. There is a Haitian-Bilingual 7th/8th class. The Title III program will be held after school from 3:15 to 5:15 (2 hours/day), and the sessions will take place 2x/week (2 x 2 hours= 4 hours/week). Two teachers (math and ESL/ELA) will teach 4 periods/week (2 teachers = 4 hours x 2 days/week = 8 hours of instruction/week). The program will run for 23 weeks. It will start in December and end in June. The language of instruction will be English with native language support. Teachers can communicate in other languages, for they are certified ESL/Bilingual/Foreign language teachers and are quite familiar with the important ESL methodology and strategies to teach content areas to ELLs.

There are 35 ELLs at MS 61 who speak Haitian Creole and 14 students who speak Spanish. The remaining ELLs are a combination of Chinese, Arabic, and various African languages. 34 ELLs are newcomers (0-3 years). 12 who are SIFE students. There are 8 4-6 year ELLs, and 4 are SIFE. Therefore, there are a total of 16 SIFE students in a population of 58 ELLs.

Most of the SIFE students did not take the ELA test last year because they had been in an English language system for less than a year, but they will take the NYS ELA test in the spring. Moreover, these students took the NYS Math test last year.

In turn, there are 13 Level 1's and 15 Level 2's in ELA, and 23 Level 1's and 12 Level 2's in Math. 30 ELLs have Beginning levels and 15 ELLs have Intermediate levels on the Lab-R/2011 NYSESLAT.

Title III will be offered to all ELLs. This includes the 12 Special Education ELLs in the ESL program.

Materials will include Milestones/Visions/Side-by-Side, etc. Programs will include Achieve3000, Starfall, BrainPop ,Acuity, etc. Where possible, translated texts will be used. NL support as bilingual dictionaries and glossaries are also available. The school is in the process of evaluating new materials for SIFE students. These materials will include material on phonics for newcomers and high interest/low reading level for struggling middle-school readers

In reality, the "bulk" of the students are newcomers with a high percentage of SIFE students. These students need extra, small-group instruction which the Title III program can effectively offer them in both math and ESL/ELA.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

The Title III teachers are highly qualified teachers who understand the value of ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Marvin, the certified ESL teacher, will provide workshop/PD to the various teachers of ELLs and other staff members through the Data Inquiry Team meeting, Common Preps, Professional Development Days etc.

These sessions will be held on a monthly basis for common- prep periods for grades 6th/7th/8th. Data inquiry, morning PD sessions, etc. are held once per quarter. Individual congruence sessions are by mutual appointment between teacher and ESL teacher. These sessions will cover various topics based on the needs of specific teachers/students.

Topics will include:

- SIFE students
- BICS and CALP
- ELL testing modifications
- Academic English and ELLs
- Effective Graphic organizers for ELLs Four Modalities of Language
- Language Acquisition
- LAB-R and NYSESLAT
- Hands-on QTEL methodologies and Strategies
- Scaffolding for ELLs
- Tiered Vocabulary and ELLs
- Etc.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parent workshops are important to include the ELL parent into the general school community. Parents will be invited to any trips ELLs will take. Moreover, all ELLs in the school are registered on Achieve3000. This program has a parent component. Mrs. Marvin, the ESL teacher, will present these workshops. Translators will be available. Notifications in English, Haitian-Creole, and Spanish are sent to parents. Translations are done by a pedagogue. Translated Auto-Dial announcements are sent to parents before workshops and other activities take place.

One hour works hops will include:

- Math: Shopping for Holidays
- ELA: What Methods Work Best for ELLs
- General: Testing/Graduation and Promotional Policies
- General: What are ESL, Bilingual, and Dual Language Programs?
- What is Achieve3000?

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$7,840.	Materials: Workbooks School Art supplies. Etc.
Purchased services		

**Part E: Budget**

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

Allocation Amount: \$

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