



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDDLE SCHOOL FOR ACADEMIC EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K334

PRINCIPAL: ANDREA WHITEHURST EMAIL: AWHITEH@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFY 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
Whitehurst Andrea	*Principal or Designee	
Varon Jason	*UFT Chapter Leader or Designee	
Frett Daniel	*PA/PTA President or Designated Co-President	
Dates Dale	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gayot Stafford	Member/	
Griffith Veta	Member/	
Crandon Gilian	Member/	
Cole Jessica	Member/	
Gilkes Jennifer	Member/	
Corbin Kim	Member/	
	Member/	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, grades 6, 7, and 8 proficiency levels in English Language Arts will increase ten percent (10%) as measured by the New York State Standardized ELA Test.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The school is required to make Adequate yearly progress in English Language Arts for 2012

There is need for the percentage of students at levels 3 and 4 in English Language Arts to increase from the current 8.1% to 18% across grades.

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.

Inculcating Danielson framework for teaching by utilizing the components as foundation for professional practice in areas of self assessment, professional conversations, clinical reflection, purposeful and methodical instruction. Pedagogy will take the form of data based differentiated instruction using Periodic Assessments, formative tests and The New York State Standardized examinations to profoundly analyze scholar performance. Homogeneous needs based scholar groups to be devised to build and sustain academic strength. Scholars within high level 2 range and those on the brink of proficiency will be strengthened to move up. Teachers will make consensus of format for literacy prototype, choice of student practice workbooks and next steps for student academic growth. Literacy coach will be utilized; highly qualified teachers will be selected and matched to a class based on their professional experience, strength and capacity to move scholars forward. Danielson will be used from September 2012 to June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Have parents on school committees to improve student achievement

Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year

Teachers assign homework that requires interaction with parents about what they are learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

The implementation of smaller class size.

On the job training for growth to administrative roles

Careful recruiting, stringent screening and hiring

Provide mentoring and assistance toward becoming tenured

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.

School Psychologist is responsible for;

- Scholar intakes and needs assessments
- Psycho- educational assessments and referrals
- Determining disability programs to remediate problem
- Mandated counseling
- IEP driven counseling

Social Worker

Liaises on parental rights

classifies family and their educational backgrounds

collaborates with parents and child/ren with the school as a team

assists

help parents/guardians to develop parenting skills

determine student social needs

outreach to professionals outside the realm of the education department for specialization

The above mode of operation used to augment student performance levels for diminishing and stabilizing mental and emotional problems and for improving psycho-educational stability at our learning institution.

Budget and resources alignment

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

Title I Budget

Title I 10% PD
Curriculum & Staff Development

Title I 5% Highly Qualified

Title I Parent Involvement

Title I Translation

Title I SWP - Per Session

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, grades 6, 7, and 8 proficiency levels in Mathematics will increase ten percent (10%) as measured by the New York State Standardized Mathematics Test.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Percentage at levels 3 and 4 in Percentage at levels 3 and 4 in Mathematics will increase from 32% to 42% across grades.

The school is required to maintain its Adequate Yearly Progress in English Language Arts for 2012

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) staff and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,
e) timeline for implementation.

Implementation of New York State Common Core Standards.

Used of well formulated curriculum maps

Use of workshop model to train scholar as apprentice, shared and guided practice and gradual release of responsibilities to students for group and independent practice.

Pedagogy will take the form of data based differentiated instruction using Periodic Assessments, New York State Standardized test and formative tests to measure divvy students into

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year

Teachers assign homework that requires interaction with parents about what they are learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

The implementation of smaller class size.

On the job training for growth to administrative roles

Careful recruiting, stringent screening and hiring

Provide mentoring and assistance toward becoming tenured

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.

School Psychologist is responsible for;

- Scholar intakes and needs assessments
- Psycho- educational assessments and referrals
- Determining disability programs to remediate problem

- Mandated counseling
- IEP driven counseling

Social Worker

Liaises on parental rights

classifies family and their educational backgrounds

collaborates with parents and child/ren with the school as a team

assists

help parents/guardians to develop parenting skills

determine student social needs

outreach to professionals outside the realm of the education department for specialization

The above mode of operation used to augment student performance levels for diminishing and stabilizing mental and emotional problems and for improving psycho-educational stability at our learning institution.

Budget and resources alignment

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

Title I Budget

Title I 10% PD

Curriculum & Staff Development

Title I 5% Highly Qualified

Title I Parent Involvement

Title I Translation

Title I SWP - Per Session

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, a collective 10% of 6th, 7th, and 8th grade scholars will make one year's growth in English Language Arts as measured by the New York State Standardized ELA Test.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 43.3% percentage of the grades 6, 7 and 8 scholars that made one year growth in English Language Arts are required to increase to 53.3% as measured by New York State Standardized test in English Language Arts.

50% scholar population are required maintain or increase their scale score

10% students with a drop in gains are required to increase to a less negative quantity on up to positive gains.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) staff and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- e) timeline for implementation.

Continual collection and analysis of data to provide data driven instruction to address students' needs.

Utilization of inquiry team to inform teachers' decisions in providing instruction to individual and collective students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Have parents on school committees to improve student achievement

Hold individual parent meetings

Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year

Teachers assign homework that requires interaction with parents about what they are learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The implementation of smaller class size.

On the job training for growth to administrative roles

Careful recruiting, stringent screening and hiring

Provide mentoring and assistance toward becoming tenured

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.

School Psychologist is responsible for;

- Scholar intakes and needs assessments
- Psycho- educational assessments and referrals
- Determining disability programs to remediate problem
- Mandated counseling
- IEP driven counseling

Social Worker

Liaises on parental rights

classifies family and their educational backgrounds

collaborates with parents and child/ren with the school as a team

assists

help parents/guardians to develop parenting skills

determine student social needs

outreach to professionals outside the realm of the education department for specialization

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Budget and resources alignment

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, a collective 10% of 6th, 7th, and 8th grade scholars will make one year's growth in Mathematics as measured by the New York State Mathematics Standardized Test.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 53% percentage of the grades 6, 7 and 8 scholars that made one year growth in Mathematics will increase to 63 % as measured by New York State Standardized test in Mathematics.

50% students are required maintain or increase scale score

10% students are required to increase their gains from a negative to a positive or to a less negative quantity.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Have parents on school committees to improve student achievement

Hold individual parent meetings

Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year

Teachers assign homework that requires interaction with parents about what they are learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The implementation of smaller class size.

On the job training for growth to administrative roles

Careful recruiting, stringent screening and hiring

Provide mentoring and assistance toward becoming tenured

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.

School Psychologist is responsible for;

- Scholar intakes and needs assessments
- Psycho- educational assessments and referrals
- Determining disability programs to remediate problem
- Mandated counseling
- IEP driven counseling

Social Worker

Liaises on parental rights

classifies family and their educational backgrounds

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The above mode of operation used to augment student performance levels for diminishing and stabilizing mental and emotional problems and for improving psycho-educational stability at our learning institution.

Budget and resources alignment

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

Title I Budget

Title I 10% PD

Curriculum & Staff Development

Title I 5% Highly Qualified

Title I Parent Involvement

Title I Translation

Title I SWP - Per Session

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	30	N/A	N/A				
7	30	30	N/A	N/A				
8	30	30	N/A	N/A				
9								
10								
11								
12								

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
ELA	English Language Learners After School Program Fifty Minutes Program Saturday School Program
Mathematics	After School Program Fifty Minutes Program Saturday School Program
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - one to one counseling - group counseling - Pupil personal Team meeting - Self esteem - Attendance - Behavioral non compliant to school rules - Academic concerns - Temporary eEmotional outburst
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> - Scholar intakes and needs assessments - Psycho- educational assessments and referrals - Determining disability programs to remediate problem - Mandated counseling - IEP driven counseling

<p>At-risk Services provided by the Social Worker</p>	<p>Liaises on parental rights classifies family and their educational backgrounds collaborates with parents and child/ren with the school as a team assists help parents/guardians to develop parenting skills determine student social needs outreach to professionals outside the realm of the education department for specialization</p>
<p>At-risk Health-related Services</p>	<ul style="list-style-type: none"> - Supervises students who administer self medication such as insulin intake and asthma relief medications - Addresses fracture minor lacerations, cuts and bruises - Communicate with parents on student health status where needed. - Alert parents for accidents and emergencies - Address hygiene and nutrition

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

**Parental Involvement at Middle School for Academic and Social
Excellence (MS~334)**

School Year 2011-2012

Parent Plan

The Parent Involvement plan at MSASE is developed jointly with our parents. The plan is written in a language that is simple, concise and jargon-free. It is updated as needed. A copy of our plan will be kept on file in the Parent Resource Center in room 116, in the parent coordinator room and a copy is also given to the Principal.

Annual Meeting

Our annual meeting will be held in September each year, to plan the school year activities sponsored by the PA . We will give a copy of our Parent Involvement Plan to parents. We will discuss the plan and ask for comments, questions, and/or suggestions.

Parent Meetings: PA, SLT and Title 1

Most parent meetings are scheduled in the evenings in order to eliminate parent involvement barriers, as much as possible. However, during the 2009-10 school year, we will offer parent workshops/activities during the day, as well as night, and on Saturday to provide more flexibility.

Involvement of Parents in Planning

All parents are invited to participate in PA meetings. The dates and times (9 times a year) are listed in our monthly newsletter, MSASE Parent's Chronicles and MSASE School Calendar. Planning takes place during our school cabinet meetings, as well as, PA executive officers meetings. During these meetings, school improvement issues are discussed and plans are made in order to improve the education and social environment of our students. Many of the topics are brought up during our

“Professional Development” meetings, which include teachers from each grade level and administrators. These items up for discussion are then taken to the school cabinet meetings, PA executive officers meetings, and the rest of the faculty/staff.

Providing Parents with Information, Assistance with Understanding, and Training

Parents are provided with information in a timely manner in the following ways:

- “MSASE Parent Chronicles,” our school newsletter that goes out monthly (with weekly reminders when needed): We use our Parent Chronicle as a way to “teach,” “train,” and “advise” parents on topics such as test data, school activities, discipline, the importance of reading, trips, meetings reminders, etc.
- Parent/Student Handbook given to each family at the beginning of the school year.
- MASAE School Calendar.
- PA meetings, which parents are always invited and encouraged to attend.
- Parent/Teacher Conferences (assessments are discussed with parents)
- Individual student assessment results with conferences offered for interpretation of the results.
- CEC and District 17 Council Meetings
- Parent Survey (Fall of each year)
- Other surveys as needed
- Parent Resource Center has a tremendous amount of resources for parents to help their children learn.
- ARIS Parent Link
- School Web Page: links to “family sites” that are an extension of their child’s school curriculum

Educating How To Reach Out To, Communicate With, and Work With Parents

We hold regular PA meetings, many times with students performing for their parents at the meetings. This not only helps with attendance, but it also gives us more time to interact with our parents.

- A Guidance counselor who works closely with our families making sure their basic needs is met.
- A Parent Coordinator who will work collaboratively with administrators, teachers and parents to bring a truly united approach to education.

Community-based Organizations/Partnership with Middle School

- We will create a Partnership Program with The Crown Heights Community Mediation Center who will keep us informed about events in our community. We will seek business partners who are willing to work with and support our students.
- Crown Heights Mediation Center

Parent Resource Center

Parent Resource Center is in room 116, with materials and information that will help parents to communicate better with their children. We will purchase materials

based on what assessments show as weaknesses in our student's academic areas. We will also have valuable information from our community partners.

End of Year Assessment

- A parent survey is sent home in the fall highlighting for parents the activities offered during the year. Feedback on the effectiveness is encouraged. Parents are also given an opportunity to make suggestions for the next school year.
- Assessment data is also used to guide our School Improvement Plan.

Training Parents

We will have a parent volunteer committee. Our Assistant Principal and Parent Coordinator will train parents (and they train other parents) on routines and procedures.

Parent Involvement Activities Calendar Sample School Year 2011_2012

PA/Title 1 meetings are held every **second Wednesday** of each month, prior to activities scheduled for that night.

SLT meetings are held every **first Monday** of each month.

November

- 9 November Wednesday Expedited PA/SLT

December

- 5 December Monday SLT meeting
- 14 December Wednesday PA meeting

January

- 2 January Monday SLT meeting
- 11 January Wednesday PA meeting

February

- 6 February Monday SLT meeting
- 15 February Wednesday PA meeting

March

- 5 March Monday SLT meeting
- 14 March Wednesday PA meeting

April

- 2 April Monday SLT meeting

- 11April Wednesday PA meeting

May

- 7 May Monday SLT meeting (Election)
- 9May Wednesday PA meeting (Election)

June

- 4June Monday SLT meeting (change of command)
- 13 June Wednesday PA meeting (change of command)

SCHOOL-PARENT COMPACT

MS334 Parent/Family Involvement Compact 2011-2012 Year

The Administrators, Teachers and staff at MS334 promote and encourage Parental Involvement to assist in meeting student needs in all phases of the educational process. This policy has been jointly developed with parents to establish the expectations for parent involvement described below. Ongoing opportunities for involvement will arise throughout the school year for interested parties to participate and/or be informed. The Parent Involvement Policy will be reviewed annually and revised as necessary. We appreciate any suggestions that you may have to better our Parental Involvement and Communication processes.

Policy I - Communication

- Provide all communications in a way parents can understand it, including appropriate language
- Communicate by mail or postcards as needed
- Use the Autodial to communicate with parents
- Provide clear information on policies, plans, procedures
- Make parent training comfortable, fun, social
- Communicate with parents early on in a positive way—before problems arise, so that the first communication is positive
- Have a parent resource center/room 116
- Hold technology workshops on using e-mail and ARIS Parents Link
- Have parents pick up report cards at parents/teacher conference
- Use positive letters and phone calls to establish connections with parents
- Have someone designated to welcome parents (Parent Coordinator)
- Have pamphlets on the importance of parental involvement

Policy II - Parent Involvement

- Conduct surveys, both pre and post for the school year
- Use fun and interesting activities to bring parents to the school, and then also set aside time to train parents on student learning and the importance of parental involvement
- Have a parent Board/PA
- Have a parent/volunteer resource room 116
- Link parents to family support services in the community
- Hold quarterly effective parent workshops
- Meet with parents periodically to emphasize “Parents as Partners” role
- Train parents on the importance of establishing a positive relationship with the school
- Work with PA to conduct meetings
- Give parents tips on homework, discipline, and parent-teacher conferences
- Make parents welcome in their child’s classroom

Policy III - Student Learning

- Encourage parents to play an integral role in assisting in student learning
- Utilize ESL teachers or other persons who speak foreign languages
- Have parents on school committees to improve student achievement
- Hold individual parent meetings
- Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year
- Teachers assign homework that requires interaction with parents about what they are learning

Policy IV - Volunteering

- Hold parent orientations on parental involvement
- Have volunteer surveys for parents to choose areas for volunteering
- Have a parent volunteer coordinator for various projects
- Establish a volunteer committee
- Use parent volunteers for a phone tree/class cohorts
- Use volunteers in ways that they are comfortable—matching interests to needs
- Recognize parent volunteers
- Hold training sessions for volunteers
- Have volunteer sign-up sheets showing name, activity, time in and time out
- Give out awards and certificates

Policy V - School Decision Making and Advocacy

- Treat parent ideas and concerns with respect and demonstrate genuine interest
- Have flexible meeting times
- Solicit a genuine commitment from principal to using to parents as partners

- Have an Open Door policy
- Provide feedback to parents
- Involve parents in all steps of decision-making processes
- Have a training session for parents on how to have an effective parent-teacher conference
- Encourage the formation of parent groups/committees that respond to issues of interest to parents

Policy VI - Collaborating With the Community

- Involve representatives from various community agencies in a parent training day
- Use community resources for family support services as well as adult learning opportunities
- Send letters to businesses inviting partnerships on specific projects
- Establish personal contact in local community agencies and businesses
- Communicate needs to agencies and businesses
- Encourage student service in the community
- Engage students in partnering with the community
- Have awards/recognition for local business partnerships/contributions

I. Parent/Guardian Responsibilities:

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

II. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader N. Manning Andrews	District 17	Borough Brooklyn	School Number 334
School Name MSASE			

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

Principal Andrea Whitehurst	Assistant Principal Doreen Gordon
Coach Veta Giffith	Coach type here
ESL Teacher Yu Kai Lee	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Delmira Henry
Related Service Provider	Other Gonzalez
Network Leader type here	Other type here

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

D. School Demographics

Total number of students in school	224	Total Number of ELLs	15	ELLs as share of total student population (%)	6.70%
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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. 

Part II: ELL Identification Process

1. These are the steps for the initial identification of the students who may possibly be ELLs at MSASE which includes screening, initial assessment, program placement, and annual assessments: The first step is upon registration when the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ELL/Testing coordinators. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services will be contacted. Next, the ELL/Testing coordinators will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in their native language and English. Then the parents are informed about their options upon the three program choices - ESL, Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ELL/Testing coordinator using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the Testing coordinator. A parent orientation will be conducted in their native language and their child will be placed in the requested program. Afterwards, the ELL coordinator will assist the Pupil Accounting secretary to input the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ELL/Testing coordinator & Data Specialist print out ATS reports - RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminates the data to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual classes and across Grade Six to Grade Eight. The data include proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate ESL instruction. All beginning and intermediate students receive 360 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The ELL/Testing Coordinator & Data Specialist will provide the data to the teacher of ELLs who students take the ELL Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

2. The structures that are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained) are first and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. Based on the language responses, parents are informed about the programs. During parent orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native

language. The ELL teacher will provide explanations and additional support for parents during these sessions. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child. Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will choose the appropriate placement at default (ESL).

3. Each year, the school's ELL Coordinators will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the ELL office. After the orientation, ELL Coordinators will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ELL coordinators will place them on file in the ELL Coordinator's office.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a Dual Language or ESL program based the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will choose the appropriate placement of default (ESL).

5. After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (85%) request the ESL program for their children. Other Spanish speaking parents (15%) request Transitional Bilingual or Dual Language . The majority of the native Haitian Creole & Fulani speaking parents request the ESL program. Parents who are native speakers of other languages predominantly select ESL.

6. Our programs are aligned to parents' requests. Our school offers ESL pull-out classes. Our ELL population include Spanish, Creole, Fulani and other languages. A few parents who request the programs Bilingual transitional/Dual Language that are not available at our school were offered options to other schools but requested ESL as the alternative. The ELL parents that speak Creole, Fulani & Arabic request for ESL pull-out classes. We offer parents options to other schools if they have requested bilingual transitional/Dual Language classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	6
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8	3	3	6	2	2	1	0	1		15
Total	8	3	3	6	2	2	1	0	1		15

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

Part IV: ELL Programming

A. Programming and Scheduling Information

1A. Public School 249 has the following organizational model for the school year: ESL Pull-Out.

1B. The program model for our ESL classes are heterogeneous, students are performing on different proficiency levels. Our ESL classes

A. Programming and Scheduling Information

are pull-out. Numerous ELLs are serviced via pull-out model where they received their mandated ESL instruction – all beginners & intermediate students receive 360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements.

2. All ELL students are held to the same high academic standards as our monolingual students. All students including ELLs participate in a 90 minute literacy block, which incorporate the components of the balance literacy program, including read aloud, shared reading, guided reading, partner reading and the writing workshop in the English language. In addition, ELLs partake in the ESL pull-out program and are given extra support in the four modalities: speaking, listening, reading and writing. ESL instructors work together with other teachers to provide supplemental materials and differentiation during the literacy block.

2A. In the pull-out ESL programs, classes in grades six to eight receive instruction in English only. All beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction and 180 minutes of Language Arts per week as per CR Part 154 instructional requirements.

3. Students in the ESL pull-out model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, technology, buddy system, classroom libraries include child's native language). The students that receive ESL instruction are determined by the LAB-R and/or NYESLAT results. Students receive the workshop model which consists of mini-lessons, word work, guided, and shared & independent reading while using ESL methodologies. ESL methodologies and scaffolding are also used in other content areas such as mathematics, science and social studies. On-going assessments and measurable goals help to make content comprehensive in order to enrich language development. In other content areas such as mathematics, science and social studies, scaffolding strategies are used such as modeling, bridging and contextualization.

4. The ELLs are appropriately evaluated in their native languages. New admits with native language of Spanish who did not test out with the LAB-R are also administered the Spanish Lab. In our pull-out ESL classes, all grade-wide assessments in all content areas (e.g. Math, Social Studies & Science) are translated in the student's native language. If written translation is not available, the administration will contact the Translation and Interpretation Unit Services to provide oral interpretation if needed.

5A. SIFE students receive rigorous grade level instruction in all content areas, taught in English. In addition, they receive 8 periods of ESL instruction per week. ELLs that are in US schools for less than three years and are beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards in all content areas. We provide afterschool programs including educational enrichment and Saturday School. ELLs that have special needs or IEP's are provided with the related services which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

5B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL, Dual Language or TBE) by parental options. Parents who choose ESL after watching the orientation DVD in their native language will have their child placed in the ESL organizational model. The ELLs are given mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day.

5C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities – listening/speaking and reading/writing. Once placed in an organizational model, the students will remain in their program and are given the mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day. These students that are in testing grades which will continue to receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs as per NCLB act.

5D. Students who are in our school for 6 years or more will be provided with rigorous grade level instruction fully aligned with the SED

A. Programming and Scheduling Information

ESL Learning Standards in all content areas. We will provide afterschool programs from Title III. ELLs that have special needs or IEP's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

6. The teachers of ELLs use a variety of instructional strategies and grade level materials during the 90 minute literacy block. During balanced literacy, teachers of ELLs conduct read alouds and/or shared reading, work in guided reading groups and the students are engaged in independent reading. During guided reading, teachers of ELLs teach students reading comprehension skills and teach students how to monitor their reading with a variety of texts (non-fiction, fiction, fairy tales, chapter books & etc)

7. Our ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (360 minutes or 180 minutes)

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Reporting system for TBE and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends a bilingual		
75%	paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual		
50%	paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations		
25%	and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELL students		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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. Programming and Scheduling Information Continued

8. The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grades receive Literacy & Math Saturday School as an additional intervention program.

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. Programming and Scheduling Information Continued

8. The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grades receive Literacy & Math Saturday School as an additional intervention program.

The targeted intervention programs for ELLs receiving 4 to 6 years receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy, and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

The targeted intervention programs for ELLs with special needs receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Saturday Academy; Technology and AIS pull out. The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

9. Our ELLs that reach proficiency on the NYSESLAT continues to receive two years of transitional support and services under the ESL pull-out model. They will receive a minimum of one 45 minute period a day of ESL instruction for a total of 225 minutes a week exceeding the mandated 180 minutes of ESL instruction. If ELLs are in a testing grade, they will continue to receive ELL testing accommodations (e.g. 3rd reading, extended time and/or separate location) for up to two years after testing out and receiving "Proficient" on the NYSESLAT.

10. Our school has made improvements for our targeted intervention programs for all our ELLs. We plan to train our ELL instructors in Achieve 3000 so the teachers have the knowledge of how to help students achieve basic mastery in reading comprehension, vocabulary, oral fluency, and writing practice. Teachers learn that this information can be taught to children in step-by-step ways, simultaneously using all the senses to reinforce learning. As a result, at-risk ELLs, newcomers ELLs and or ELLs that are heldover are mandated to attend extended day and work with teachers knowledgeable in Achieve 3000 that are ESL certified. The Saturday Academy includes an ESL teacher to service the ELLs in mathematics and NYSESLAT test prep in English.

11. At this current time, we are not discontinuing any current programs/services for our ELLs. We are continuing with the following programs and services for our ELLs – Literacy & Math, Saturday Academy, Afterschool, and Extended Day.

12. Our ELLs are afforded equal access to all school programs (e.g. Achieve 3000, media, technology, Theater, Drama, Performing Arts & etc). In addition our ELLs receive afterschool programs such as Literacy & Math Afterschool, clubs, and Saturday Academy.

13. There is a variety of instructional materials that are used to support all subgroups of ELLs in technology which includes Brainpop ESL, Achieve 3000, United Streaming (Smartboard for research), and Wilson. We have guided reading level bookrooms in English and in Spanish. We have NYSESLAT test prep books for ELLs. All personnel have access to websites (Enchanted Learning, Ed Helper) to

B. Programming and Scheduling Information--Continued

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

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2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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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.

D. Professional Development and Support for School Staff

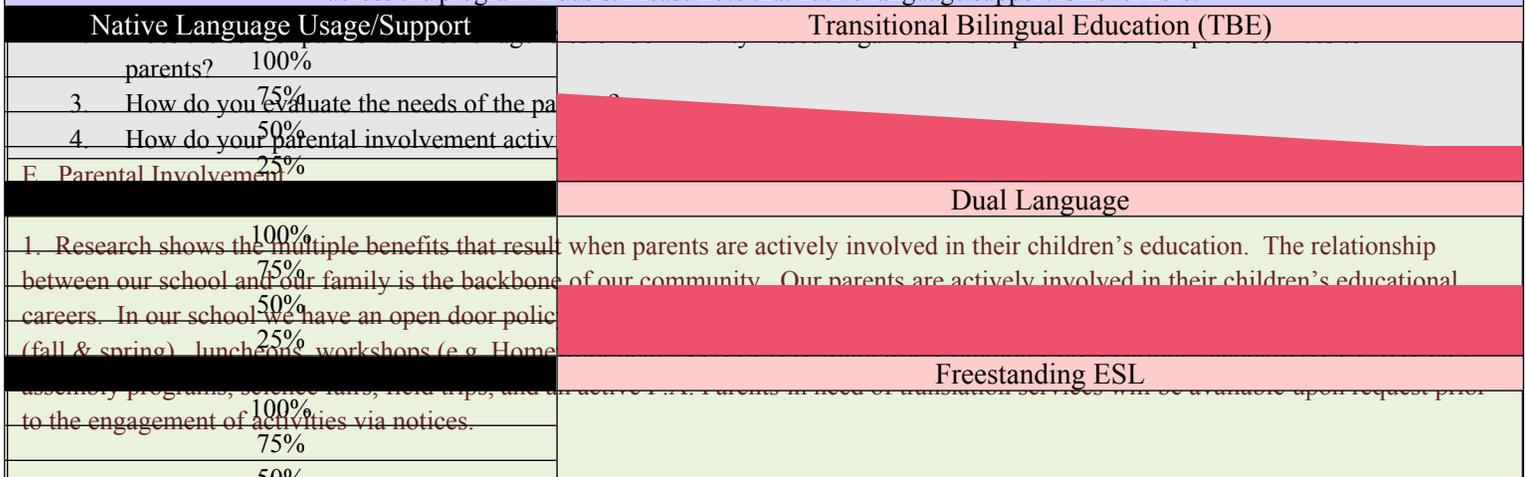
1. There are a variety of on-going professional development workshops offered to all personnel. All personnel are supported through participating in Professional Development workshops conducted by NYC OELL, BETAC and higher education (e.g. Fordham & LIU) as well as in-house professional development (e.g. Chancellor Days, Lunch & Learns and etc) in effort to improve instruction for all our ELLs. When a staff member attends a workshop relating to servicing ELLs, the staff returns to the school and turn-keys the information for all personnel in the school. We have ongoing teacher teams which includes grade level teacher teams, math teacher team, and ESL/Special Education Vertical teacher team.

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3. All teachers and paraprofessionals are given a minimum 7.5 hours of ELL training with the exception of our Special Education teachers who receive a minimum of 10 hours of ELL training. The on-going training can include professional developments through attending workshops from OELL as well as in-house workshops from certified ESL teachers using ESL methodologies. Teachers may attend workshops that are offered by UFT and/or higher education (e.g. LIU, Fordham, etc.). A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

Native Language Usage and Supports

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



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?
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1. Research shows the multiple benefits that result when parents are actively involved in their children's education. The relationship between our school and our family is the backbone of our community. Our parents are actively involved in their children's educational careers. In our school we have an open door policy in the classrooms so our parents participate in activities including parent orientations (fall & spring), luncheons, workshops (e.g. Homework help, NYS ELA & Math test, Common Core Learning Standards (CCLS) & etc), assembly programs, science fairs, field trips, and an active P.A. Parents in need of translation services will be available upon request prior to the engagement of activities via notices.

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3. Each year, parents have the opportunity to be involved in shared decision making and school governance that support the learning standards achievement and program models and goals each year by the results from the Learning Environment Survey. During parent orientations, parental workshops as well as P.T.A. meetings, parents are given surveys which are evaluated and addresses the needs of the parents. The school uses the surveys to determine the workshops needed to provide for the parents. Parents may contact the teachers, parent coordinator and/or PTA president and request for additional workshops in the areas of technology, state-wide assessments, and etc.

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B. Programming and Scheduling Information--Continued

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	3					5
Intermediate(I)							2	0	4					6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							0	1	3					4
Total	0	0	0	0	0	0	3	2	10	0	0	0	0	15

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		2	1						3
7				2					2
8	1	5		4					10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8		6		1		1			8
NYSAA Bilingual Spe Ed									0

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

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

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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Part VI: LAP Assurances

School Name: <u>MSASE</u>		School DBN: <u>17K334</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Whitehurt	Principal		12/16/11
Doreen Gordon	Assistant Principal		12/16/11
Delmira Henry	Parent Coordinator		12/16/11
Yu Kai Lee	ESL Teacher		12/16/11
	Parent		1/1/01
Herb Antoine/ELA	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Patricia Cabey	Other <u>SETSS</u>		12/16/11
	Other		1/1/01
	Other		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: 17k334 **School Name:** Middle School 334

Cluster: 1 **Network:** 110

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

Part A: Needs Assessment Findings

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

Home Language Surveys are used to assess the need for translation and oral interpretation. NYC Parent notices and report cards are requested in parents' home language described in Part A. All NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution, requesting translation of letters and/or progress reports. During parent orientations and formal interviews preceding the home language survey, assessments of written translation and oral interpretations are made. Additional translation services are provided by staff members as needed. The language interpretation unit services are requested as needed. Based upon the parent survey data and parent coordinator support, the written language and oral interpretation will be provided.

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.

Less than 7% of our school community requires translation other than English and accommodations have been made to address these needs. The information has been identified and shared through the parent teacher association and parent coordinator outreach. Initial assessment of translations in languages other than English are also identified through the Home Language Identification Survey (HLIS).

Part B: Strategies and Activities

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

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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.

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, and Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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>.

In accordance with Chancellor's Regulations A-663 regarding parental notification and interpretation services, parents are informed of our school's responsibility to translate materials as outlined in the Parent-Compact of our CEP. All progress reports, report cards, and all parent notifications are translated as needed for parents that need these communication services.

