



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MS442

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

PRINCIPAL: DEANNA SINITOEMAIL: DSINITO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deanna Sinito	*Principal or Designee	
Lisa Genduso	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lindsay Kennedy	Member/Chair	
Derek Premo	Member/Teacher	
Stephanie Schild	Member/Teacher	
Jeffrey Marker	Member/ Parent	
	Member/	
	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 <ul style="list-style-type: none">• By June 2012, 50% of our Special Education population will be in the 75% adjusted growth percentile in ELA
Comprehensive needs assessment <ul style="list-style-type: none">• Quality Review, Progress Report, and Assessment Data provided us with information to guide this goal
Instructional strategies/activities <ul style="list-style-type: none">a) Participate in CCS Pilotb) Staff will work with Teachers College Curriculum Developerc) Teachers will attend Professional Development on Differentiation in the form of workshops, coaching and planning timed) Teachers will work with small groups during Enrichment/AISe) Implement Content literacy integration throughout all academic instructionf) Common Planning for all grades, departments and partnershipsg) Teacher Inter-visitationsh) Curriculum Committee
Strategies to increase parental involvement <ul style="list-style-type: none">• Curriculum Night/Engagement Fair• Parent/Teacher Conferences• Weekly Parent Phone calls• Progress Reports• Inquiry Newsletter “The Examiner”• Engrade• Messenger• Parent Workshops
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Teachers College Curriculum Developer• Professional Development within school and outside of school• Inquiry groups• Hour Lunch Meetings, grade meetings, department meetings and whole staff meetings• Public Relations Committee to improve the perception of our school in the wider community.• Resume Review and Hiring Committee

Service and program coordination <ul style="list-style-type: none"> • Teachers College • CCS Pilot • Study Island—Computer Program
Budget and resources alignment <ul style="list-style-type: none"> • Per session monies for curriculum authors • B.E.S.T Network Senior Literacy Specialist and content lead teachers using Title 1 ARRA and Contracts for Excellence Funds

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 <ul style="list-style-type: none"> • By June 2012, we will increase math proficiency (3 or 4) to a level of 45% for all students.
Comprehensive needs assessment <ul style="list-style-type: none"> • Quality Review, Progress Report, and Assessment Data provided us with information to guide this goal
Instructional strategies/activities <ul style="list-style-type: none"> • Academic Stearing Committee • CCS Pilot • Teachers will attend Professional Development on Differentiation in the form of workshops, coaching and planning time • Common Planning for all grades, departments and partnerships • AIS/Enrichment Groups • Teacher Intervisitations • Labsites • Use Acquity to look at changing data • Observations and feedback of lessons

Strategies to increase parental involvement

- Curriculum Night/Engagement Fair
- Parent/Teacher Conferences
- Weekly Parent Phone calls
- Progress Reports
- Inquiry Newsletter “The Examiner”
- Engrade
- Messenger

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development in school and outside of school
- Teacher Inquiry
- Hour Lunch Meetings, grade meetings, department meetings and whole staff meetings

Service and program coordination

- Kaplan
- Study Island
- Teacher Made Digital Support Programs

Budget and resources alignment

- Professional Development funding set aside in Budget
- Per Session monies for afterschool programs and curriculum authors
-

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 student learning will increase by decreasing the number of student removals, including all three types of removals: teacher removals, principal's suspensions and superintendent suspensions by 25%.**

Comprehensive needs assessment

- **Using data from OORS and SWIS we have been monitoring and tracking our data of total number of removals. Last year we noticed the following: There were 38 teacher Removals, 66 Principal Suspensions and 40 Superintendent Suspensions. There were a total of 144 suspensions last year.**

Instructional strategies/activities

- **Institute school uniform**
- **Follow consistent consequences for uniform and other DOE Discipline Handbook Violations. Students will sit a detention during lunch if they are not wearing their uniform. Yosenia Molina, our Dean, will run this program.**
- **Provide alternative times for "reflection" in lieu of removals.**
- **Train students to act as School Mediators to resolve conflicts among the student body. Linking with Good Shepard, students will be trained to become Student Mediators so as to learn the skills needed to mediate between their peers. In addition, social workers are utilized.**
- **Consistently implement PBIS expectations**
- **Staff meetings and committees formed in order to collaborate on new systems and routines.**
- **The LOVE Program**
- **Donald Fleck and the Mindfulness Program**

Strategies to increase parental involvement

- **Weekly homeroom phone calls**
- **Emails regarding new systems and routines are consistently sent home,**
- **Monthly PTA meetings and events**
- **Parent/Teacher conferences**
- **Principal/Parent Meetings**
- **Progress reports sent to families**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Bring in Network Specialist**
- **Teachers will attend Professional Development within school and outside of school**
- **Principal weekly notes to assure consistent routines and systems**
- **Hour Lunch Meetings, grade meetings, department meetings and whole staff meetings**

Service and program coordination

- **School will reach out to Good Shepard for Peer Mediators.**
- **PBIS**

Budget and resources alignment

- **Violence Prevention Funds**



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	54	54	n/a	n/a	5	0	1	0
7	62	62	n/a	n/a	10	0	3	0
8	59	49	n/a	n/a	10	0	1	0
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	Wilson, Saul, Rewards, Teacher’s College curriculum strategies, ELA Pilot work Inferential and Literal comprehension Guided reading groups based on TC assessments Fluency and Decoding ESL support Vocabulary and Grammar instruction Test Prep One to one, Small group, tutoring Afterschool, lunch time, during enrichment time
Mathematics	Kaplan Number sense instruction Algebra instruction Math Literacy Test prep One to one, Small group, tutoring Afterschool, lunch time, during enrichment time
Science	Nonfiction reading strategies supported by TC curriculum Test Prep Science Literacy One to one, Small group, tutoring Afterschool, lunch time, during enrichment time
Social Studies	Nonfiction reading strategies supported by TC curriculum One to one, Small group, tutoring Afterschool, lunch time, during enrichment time
At-risk Services provided by the Guidance Counselor	Peer Mediation LOVE Program Lunch time and afterschool sessions 1:1 sessions

	Small group
At-risk Services provided by the School Psychologist	1:1 sessions as recommended by school guidance counselor or CPPST.
At-risk Services provided by the Social Worker	1:1 sessions as recommended by school guidance counselor or CPPST.
At-risk Health-related Services	Services provided as determined by school nurse in collaboration with licensed physicians and NYS department of Health.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- **Parent Coordinator Fall survey to parents regarding home language and meeting time preferences**
- **Monthly PTA meetings with focus on school "current events". Monthly open door meeting with the Parent Coordinator and other staff to discuss things that are going well, concerns, etc**
- **Distribution of MS442 Parent Directory (parent to parent phone and email contact information)**

MS442's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- **Positive Behavior Interventions and Supports (PBIS): Regular reports from PBIS team to parents by PBIS Coach**
- **Grants committee involvement with parents for school improvement**
- **CBO involvement in after-school programs**

- **Schubert Foundation/MTI sponsored drama program which will include parent involvement on the production team as well as invite parents and community members to attend the production**

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Support home-school relationships and improve communication by:

- *Holding parent teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*
- *Holding informal meetings with parents on a need basis*
- *Sending home School Newspapers and information packets*
- *Progress Reports will be distributed before report cards so as to give families an idea of how their child is doing*
- *Using Engrade to support conversations about student achievement*
- *Literacy and math parent workshops*
- *ARIS Parent Link workshops*

Provide parents reasonable access to staff by:

- All staff email will be distributed to all parents at the beginning of the school year and updated staff contact information will be included in the monthly parent coordinator newsletter. Parents are also urged to contact the school and leave a message for a classroom teacher or make an appointment to meet with teachers or other staff
- Parents are encouraged to communicate through Engrade as all teachers' information is posted on engrade.
- Monthly open door parent sessions with parent coordinator and other staff members
- Technology and curriculum training and information through Connected Learning

II. Parent/Guardian Responsibilities:

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

By making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school
- Monitor attendance
- Talking with my child about his/her activities everyday
- Scheduling dialing homework time
- Providing an environment conducive for study
- Making sure that home is completed
- Monitoring the amount of television my children watch

- Participating in school activities on a regular basis
- Staying informed about my children education and communicating with the school by reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- Reading together with my child everyday
- Communicating positive values and character traits, such as respect, responsibility, tolerance and safety
- Helping my child accept consequences for negative behavior
- Express high expectations and offer praise and encouragement for achievement

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.
- Help parents communicate with school by bringing home all school communication.
- Encouraging parents to look on Engrade
- Encourage parents to attend school functions

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 15K442 **School Name:** MS 442

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) = Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our identified area of school improvement is in English Language Arts. The performance indicators that we've identified as areas in need of improvement are:

Identifying Main Idea

Making Inferences

Prediction Skills

Author's Purpose

After careful examination, these four skills were common weaknesses on the NYS ELA exams across the three grade levels, grades 6 – 8, of students serviced at our school.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Instructional strategies/activities:

- ✓ *Participate in ELA Common Core Standards Pilot with Network Support (CFN 112)*
- ✓ *Staff will work with Teachers College Curriculum Developer and attend calendar days*
- ✓ *Teachers will attend Professional Development on Differentiation in the form of workshops, coaching and planning time*
- ✓ *Teachers will work with small groups during Enrichment/AIS*
- ✓ *Implement Content literacy integration throughout all academic instruction*
- ✓ *Common Planning for all grades, departments and partnerships as well as Collaborative Learning Communities in School-wide Inquiry*
- ✓ *Teacher Inter-visitations*
- ✓ *Implementation of Curriculum Committee*

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Funding will go towards the above, specifically:

- ✓ *To fund our work with Teacher's College*
- ✓ *Purchase and utilization of Study Island and Achieve 3000 along with Professional Development from company*
- ✓ *After school and Saturday Programming for students*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Along with the above described, where professional development is deeply embedded and woven through our daily work teachers are also assigned a school based mentor in their first year.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will be sending a letter home in a mailing as well as via backpack. We will also send an email and include as part of our homeroom phone calls in addition to an e-message by phone.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C.R. Anselmi/K. Renfield	District 15	Borough Brooklyn	School Number 442
School Name New Horizons Middle School			

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

Principal Deanna Sinito	Assistant Principal Noreen Mills
Coach n/a	Coach n/a
ESL Teacher Norma Levine/ESL	Guidance Counselor Monserate Avile-Hodges
Teacher/Subject Area n/a	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator Corrine Contrino
Related Service Provider n/a	Other n/a
Network Leader Kathy Pelles	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	175	Total Number of ELLs	17	ELLs as share of total student population (%)	9.71%
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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. 

Paste response to questions 1-6 here:

Initial identification of ELLs generally has already occurred, via the Home Language Identification Survey (HLIS) and LAB-R assessment scores, at the elementary school level. For those few new middle school arrivals to New York City from out of state, or out of country, the HLIS and LAB-R are then immediately used to determine entitlement. The HLIS form indicates what languages are spoken by the student and his/her family in school and at home. Based on their response to the survey an informal interview is conducted by the ESL pedagogue, Norma Levine, with assistance from various staff members proficient in other languages (this year: Spanish, French, Chinese, Japanese, and Cherokee), with the student and parents, in English and their native language, where possible, and the determination is made as to whether (s)he is an ELL and entitled to ESL services. Within the first 10 days of arriving at school the LAB-R is administered by the ESL pedagogue, along with the Spanish LAB, where appropriate, with assistance from Spanish speaking pedagogues with Bilingual extensions. This too determines eligibility for ESL services. If the student scores in the "Proficient" range in both Listening & Speaking and Reading & Writing portions of the test, then (s)he will not need ESL services. If the scores place him in the Beginner to Advanced ranges on his Listening & Speaking or Reading & Writing tests then ESL services are necessary and provided in accordance with CR Part 154. For those ELL students who are entitled to receive ESL services their parents are sent, via the USPS, NYC Department of Education Entitlement letters in English and their Native Language inviting them to an Orientation Meeting where they are shown the New York City Department of Education brochure and video, in their native language, describing the three types of programs (Transitional Bilingual, Dual Language, and Freestanding), including an explanation of the explicit ELA, ESL, Native Language instructional minutes per program, and explaining the choices to be made. Translation services are provided at the Orientation Meeting for the question and answer session for any further explanations. For those parents unable to attend the Orientation meeting the brochure and Parent Survey and Selection forms are mailed home in English and Native Language with a letter asking them to call for further assistance. Based on the choice made on the Parent Survey and Selection forms, ELLs who have opted into ESL are served in our program. Those parents interested in the other types of programs are provided a list of the schools and contact information where those programs exist. Where possible we facilitate the school visits. During the past five years the majority of the parents chose ESL on the Parent Survey and Selection forms, and all the parents have opted to remain here in our ESL program, regardless of their initial selection on the survey form. After reviewing the Parent Survey and Selection forms over the past few years the trend has been to choose ESL rather than Bilingual or Dual language programs for the middle school students. All Parent Survey and Selection forms are kept in the student's CUM folder in the file cabinet in the school office, with copies in the ESL Administration file cabinet, maintained by the ESL pedagogue. Each September when the NYSESLAT scores become available on the REXH and RLAT reports in ATS, the students' eligibility is reevaluated, by the ESL pedagogue, using the latest NYSESLAT Raw to Scaled score sheets from the State and the Data Profile sheets from the Region. DOE Continued or Non-Continued Entitlement letters are mailed to ELL parents within 10 days by the ESL pedagogue. Those students who scored Beginner, Intermediate, or Advanced on any of the four components of the NYSESLAT will continue entitlement and receive ESL services. Those students who received Proficient scores on the Listening & Speaking score and the Reading & Writing score are no longer entitled to ESL services, though they continue to receive ESL accommodations (extended time, 3rd reading of the Listening passages) on all NY State tests for the next 2 years. The list of these students are provided annually to the Assistant Principal, Ms. Mills, in charge of Testing Coordination, to ensure

those ESL students entitled, continue to receive their accommodations. At MS 442 these Proficient ex-ESL students continue to receive support from the ESL pedagogue through the end of the following marking period. Eligibility for taking the NYSESLAT each Spring is also confirmed using the RNMR report in ATS to ensure eligible students are available for administration of the NYSESLAT. NYSESLAT testing dates are determined by the State with the time and location of administration of each of the four components, for each of the three grades, coordinated by the Testing Coordinator and ESL pedagogue.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	7

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										
	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	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	1	0	8	0	6	7	0	7	20
Total	5	1	0	8	0	6	7	0	7	20

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
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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	5	3					16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	2						4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	7	3	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here:

Based on parent choice surveys our ELLs are served in a Freestanding push-in/pull-out ESL program with 100% of instruction in English. Currently, the majority of our ELLs have either Intermediate or Advanced level English proficiency and are grouped heterogeneously according to grade level and class. A separate Newcomer's group is conducted for recent arrivals to provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting.

As indicated by the Spring 2010 NYSESLAT scores our ELLs achieved Intermediate, Advanced, or Proficient levels of English. Students demonstrating Advanced levels will receive 180 minutes per week of ESL instruction and those scoring Intermediate or Beginner levels will receive 360 minutes, as per CR Part 154. Those students who have reached a Proficient level on the Spring 2010 NYSESLAT exams will continue to receive ESL support through the end of the next marking period and continue to receive extended time and additional listenings on all New York State assessments for the next two years. ESL students have four push-in or pull-out ESL periods a week, and each ESL student also attends four small group Enrichment periods a week, to comply with CR Part 154 mandates.

Literacy is taught using ESL techniques and tools aligned with the Teacher's College Readers' and Writer's Workshop model Balanced Literacy Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. Last year we built into the curriculum separate Math and Science literacy classes for targeted content area vocabulary development specifically with ELLs in mind. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish and Arabic. ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs

ELLs initial evaluation of Native language skills is done through an informal interview by the ESL pedagogue along with other staff members fluent in those languages. Formal evaluation of Spanish literacy skills is provided by administration of the LAB within the first 10 days of their entrance into school.

A. Programming and Scheduling Information

SIFE students will be provided the full range of AIS services during Lunchtime, Extended Day, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and Books-on-Tape or CDs for audible support for leveled books. Newcomers meet in additional small groups for Enrichment and Advisory sessions four days a week with ESL and ELA teachers. Work includes vocabulary building, automaticity, and fluency skills, along with ELL Guided Reading and sight-word development with the "1000 Most Common Words in the English Language" list and appropriate level texts to help build comprehension skills. Long Term ELLs will be targeted for additional ESL services during mandated small group, Lunchtime, and Extended Day sessions.

For ELLs with special needs we use various pedagogical resources such as English at our Command, Reading Rewards, Great Leaps, and other Wilson program materials. They are targeted during Lunchtime, Extended Day, and for other small group Enrichment with ESL, ELA, and Special Education teachers. Scaffolding of content area subjects is an on-going team effort of ESL, ELA, Content area, and Special Education teachers through grades meetings, discipline meetings, and inquiry work. Differentiated instruction of the Common Core Standards and Danielson Framework for ELLs with special needs will be implemented throughout the year.

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	n/a		n/a	n/a
Social Studies:	n/a		n/a	n/a
Math:	n/a		n/a	n/a
Science:	n/a		n/a	n/a

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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.



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

B. Programming and Scheduling Information--Continued

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?

Paste response to questions 8-17 here:

Literacy is taught using ESL techniques and tools aligned with the Balanced Literacy Reader's and Writer's Workshops Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners; and inquiry-based, interdisciplinary projects to enable students to transfer key skills and concepts. Last year we began implementing small group Enrichment and Advisory sessions four days a week. To meet the needs of our ELL and ELL special education students our ELLs subgroups worked with ESL, ELA, and Special Education specialists, working on vocabulary building, automaticity, and fluency skills for social and situational speaking (Newcomers),

B. Programming and Scheduling Information--Continued

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Those students who have received a Proficient level on the Spring 2010 NYSESLAT exams will continue to receive ESL supports through the end of the next marking period, and continue to receive ELL modifications (Extended Time and a third reading on the Listening passages) on all New York State assessments for the next two years, through Spring 2012. They continue to participate in all ELL targeted AIS and Enrichment activities.

This year we'll continue small group Enrichment and Advisory sessions four days a week to meet the needs of our ELLs. This year we'll continue our series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. This year we are implementing the Common Core Standards and the Danielson Framework examining how, when, and where, they reflect the needs of ELLs. This year separate Math and Science literacy classes for targeted content area vocabulary development, specifically with ELLs in mind, have been built back into the Math and Science curriculum, during the regular content area classtime, to better integrate it with content area literature and literacy. This year we implemented our Green Roof program providing hands-on inquiry work of the life sciences.

The ESL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL

B. Programming and Scheduling Information--Continued

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The ESL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL

E. Parental Involvement

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

Paste response to questions 1-4 here:

MS 442 schedules orientations in June and August for all new parents. These sessions include equal access to our ELL parents with native language translation materials and interpreters. We also schedule orientations in the Fall for the families of new ELLs and during the school year, when necessary, to familiarize them with the New York State standards, various New York State assessments, including the NYSESLAT exams, school expectations, and general program requirements for our ELLs. The ESL teacher also participates in the School curriculum Night for the purpose of school-family collaboration.

In addition, families of ELL students are welcome to attend all Parent Teacher Association meetings throughout the year. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

A needs assessment survey is distributed throughout the school by the School Leadership Team, and the classroom teachers conduct an informal language survey at the beginning of the school year, to determine which families are in need of translation services and translated copies of written materials. The Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter inquiring as to when the best times to meet with them and/or to contact them.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here:

All pedagogical staff members work weekly with our consultant, Kate Roberts, from Teacher's College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. Other aspects of our program are designed to ensure that ELLs will meet or exceed city and State standards. These supports include teachers actively scaffolding instruction, integrating elements of the Teachers' College Literacy curricula and the Citywide Math Core Curriculum (Impact), with ongoing support from the TC Literacy Coach, AIS and Curriculum (ELA, Math, Science, Social Studies) Coordinator, Noreen Mills, and by participating in professional development with considerations for ELLs. Staff meetings are held during the last Monday of each month to work with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs in all the content areas.

Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. Our Guidance Counselor, Ms Aviles-Hodges, attends several High School processing workshops, including the "Navigating the High School Application for ELLs" workshop, each year, to learn about the new High Schools and find out about the state's new application process. She also attends the information sessions for all the new high schools for ELLs and

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In addition, staff members participate in various off-site professional development sessions to support our work with ELLs.

On-going Professional Development workshops are conducted at the Region for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. They attend various workshops where, among other things, the Translation and Interpretation Unit information are made available.

E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here:

MS 442 schedules orientations in June and August for all new parents. These sessions include equal access to our ELL parents with native language translation materials and interpreters. We also schedule orientations in the Fall for the families of new ELLs and during the school year, when necessary, to familiarize them with the New York State standards, various New York State assessments, including the NYSESLAT exams, school expectations, and general program requirements for our ELLs. The ESL teacher also participates in the School curriculum Night for the purpose of school-family collaboration.

In addition, families of ELL students are welcome to attend all Parent Teacher Association meetings throughout the year. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

A needs assessment survey is distributed throughout the school by the School Leadership Team, and the classroom teachers conduct an informal language survey at the beginning of the school year, to determine which families are in need of translation services and translated copies of written materials. The Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter inquiring as to when the best times to meet with them and/or to contact them.

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.

Paste response to questions 1-6 here:

Initially, we examine the LAB-R or NYSESLAT and other New York State and New York City assessments, along with the Teacher's College Comprehension and Decoding Literacy Assessments, to get an early impression of our ELLs literacy skills. On the Spring 2011 NYSESLAT the majority of our ELLs achieved an Advanced or Proficient score for the Listening and Speaking tests, and they achieved an Intermediate or Advanced score for the Reading and Writing tests. The majority of last year's 6th grade ELLs achieved a Level 1 and

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional 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							1	0	0				
	I							1	0	0				
	A							5	5	0				
	P							3	2	2				
READING/ WRITING	B							2	0	0				
	I							4	3	0				
	A							4	4	2				
	P							0	0	0				

NYS ELA

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

NYS Math

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

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

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>New Horizons MS</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deanna Sinito	Principal		1/1/01
Noreen Mills	Assistant Principal		1/1/01
Corrine Contrino	Parent Coordinator		1/1/01
Norma Levine	ESL Teacher		1/1/01
n/a	Parent		1/1/01
n/a	Teacher/Subject Area		1/1/01
n/a	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Monserate Aviles-Hodges	Guidance Counselor		1/1/01
Kathy Pelles	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: _____ School Name: **MS 442**

Cluster: _____ Network: **CFN 12**

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.

At the beginning of each academic year a Parent Survey and the DOE Blue cards are distributed to every student's home inquiring about preferred oral and written languages for their communications. Of the 175 students this year, 5 Spanish speaking parents requested translation and 1 Arabic family requested translation of written documents. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, Continued Entitlement letters, etc.) already come translated and are provided in the appropriate languages, Spanish and Arabic. Immediate oral translation in Spanish can be provided by office staff for any parent calling in, or coming in, for information about their child.

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.

Once the Parent Survey and Bluecards are returned to the school the information is turn-keyed to the SLT, who compile a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. This year the majority of our requests for translation are for Spanish (5), with some for Arabic (1), too.

Part B: Strategies and Activities

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

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical staff members, as well as by the office staff, Dean, and Guidance Counselor, in Spanish, French, Japanese, Chinese, or Cherokee..
When feasible DOE Translation and Interpretation Service is contacted when translation is needed in other languages.

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

Oral interpretation services can be provided in Spanish, French, Chinese, Japanese, or Cherokee by various pedagogical staff members, office staff, Dean, and Guidance Counselor. In addition, parent volunteers can also provide oral translation in Spanish and Arabic.

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

All DOE documents parent notifications are translated and provided in appropriate languages.
A sign is posted at the front of the school in various home languages indicating that translation services are available.

