



**Department of
Education**

Dennis M. Walcott, Chancellor



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

THE MATH & SCIENCE EXPLORATORY SCHOOL

15/K/447

DAWN FARAJ-VALLE, PRINCIPAL

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ANITA SKOP, SUPERINTENDENT

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
Dawn Faraj-Valle	*Principal or Designee	
Mark Griffith	*UFT Chapter Leader or Designee	
Michelle Ifill Williams	*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	
Dorothy Barnhouse	Member/Parent	
Jean Jarvis	Member/Parent	
Annie Chan Fairchild	Member/Parent	
Johanna Provenzano	Member/Parent	
Valerie Price Ervin	Member/Parent	
Cara Muller	Member/Staff	
Christina Pugliese	Member/Staff	
William Dych	Member/Staff	
Jesse Applegate	Member/Staff	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, students will strengthen their skills in the analysis of informational text and show improved performance in English Language Arts as measured by a 2% increase on the 2012 NYS ELA assessment.

Comprehensive needs assessment

Whereas 91% of our students met or exceeded Mathematic Standards, only 78% met or exceeded those in ELA as measured by the NYS 2011 State tests. Furthermore, between 2010 and 2011 gains in ELA performance lagged behind those of Math by 2%.

Instructional strategies/activities

Strategy #1:

Revamp our 2011-12 extended day program to target and support struggling students in informational reading, through skills analysis and the consequent use of appropriate materials to support this area of focus.

Responsible Staff Members: School administrators and academic intervention teachers, and all teaching staff.

Implementation Timeline: September 2011-June 2012.

Strategy #2:

Program teacher schedules to meet weekly in grade department meetings to plan lessons, develop rubrics and curriculum that align to the Common Core standards for informational reading and writing.

Responsible Staff Members: School administrators and school programmer

Implementation Timeline: August/September 2011

Strategy #3:

Teachers will meet weekly after school for one hour to collaboratively examine student work, norm expectations, and target instruction throughout the year.

Responsible Staff Members: School administrators and all teachers

Implementation Timeline: September 2011-June 2012

Strategy #4:

Provide Teachers College staff developer for 20 days across the year to help staff produce Common Core Curricular units which address the skills needed to read and analyze informational texts.

Responsible Staff Members: School administrators and all ELA and Science and Social Studies teachers

Implementation Timeline: September 2011-June 2012

Strategies to increase parental involvement

Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PTA meetings) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

The Math and Science Exploratory School currently employs highly qualified teachers and will continue to do so in accordance with our hiring and programming policies.

First year teachers are provided with mentors to support their practice.

Service and program coordination

Not applicable.

Budget and resources alignment

Fair Student Funding and NYSTL funds will be used to implement this action plan from Sept 2011-June 2012 as indicated below:

- Purchase services of a TC staff developer for 20 days across the year to help staff produce Common Core Curricular units which address the skills needed to read and analyze informational texts.*
- Purchase appropriate instructional materials for use during extended day.*
- Budget per diem funds to allow teachers to participate in professional development in literacy across content areas.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, all students will engage in at least one literacy and one math task as a means to increase student achievement through a rigorous and Common Core-aligned curriculum.

Comprehensive needs assessment

A review of departmental curriculum maps did not show consistency in content, rigor, or standards alignment. In order to better develop and evaluate our curriculum, and meet the needs of all our students, we need to engage in a collaborative process of looking at student work and achievement.

Given the future alignment of state assessments to the Common Core State Standards, instructional units, though rigorous, must be explicitly aligned to the expectations of the Common Core State Standards

Instructional strategies/activities

Strategy #1:

Provide Professional Development for teachers regarding the Common Core State Standards, curriculum mapping, and literacy and math instruction.

Responsible Staff Members: Administration and Common Core Teacher Leader Team, and CFN Instructional Specialists and Teachers College Professional Development.

Implementation Timeline: September-November 2011

Strategy #2:

Teachers will collaborate to plan, implement, and revise curriculum. Teacher schedules will be programmed to meet weekly in grade department meetings to plan lessons, develop rubrics and curriculum that align to the Common Core. Additionally, teachers will meet weekly after school for 1 hour. Through cycles of collaborative inquiry, teachers will examine student work to inform instruction, establish consistent and rigorous expectations and revise curriculum maps that align to the Common Core.

Responsible Staff Members: Administration, Common Core Teacher Leader Team, and all teaching and academic support staff.

Implementation Timeline: September 2011-June 2012

Strategies to increase parental involvement

Conduct parent workshops with topics that include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home

Host curriculum meetings to familiarize parents with the Common Core State Standards in relation to our instruction.

The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PTA meetings) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

The Math and Science Exploratory School currently employs highly qualified teachers and will continue to do so in accordance with our hiring and programming policies.

First year teachers are provided with mentors to support their practice.

Service and program coordination

We are working in accordance with NYC's Instructional Expectations for the 2011-12 school year to create Common Core aligned tasks for our students in ELA and Math.

Budget and resources alignment

Fair Student Funding and NYSTL funds will be used to implement this action plan from Sept 2011-June 2012 as indicated below:

- Purchase services of a TC staff developer for 20 days across the year to help staff produce Common Core Curricular units which address the skills needed to read and analyze informational texts.*
- Budget funds to purchase access to Atlas Rubicon, a curriculum mapping and analysis tool.*
- Budget per session funds to allow Common Core Teacher Leaders to design professional development workshops for the staff.*

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, develop staff's ability to address the social and emotional needs of our students and build a school culture beneficial to academic achievement.

Comprehensive needs assessment

On the 2011 School Environment Survey, student responses in the Safety and Respect category were lower than parent and teacher responses, indicating a disconnect between the adult perception and an area of need for improvement.

Instructional strategies/activities

Strategy 1:

Establish a school wide advisory program, including curriculum and training from Morningside Center and Overcoming Obstacles Life Skills Program to support teachers of advisory.

Responsible Staff Members: School administrators, Dean, guidance counselor, social workers, and all teachers

Implementation Timeline: Sept 2011-June 2012

Strategy 2:

Establish a school wide peer mediation program, in which an adult supervisory team and a core group of students is extensively trained, and remaining staff receive training to familiarize them with the program.

Responsible Staff Members: School administrators, peer mediation supervisory team.

Implementation Timeline: Sept 2011-June 2012

Strategies to increase parental involvement

Provide parents with information and materials about our newly established peer mediation program and school wide advisory program at PTA and curriculum meetings.

Encourage parents to communicate with their child's advisor to help foster a partnership between home and school that nurtures their child's social and emotional development while supporting his /her academic success.

Service and program coordination

We will coordinate with the Morningside Center for curriculum and support in our advisory program.

We will employ the services of a peer mediation trainer to train our student mediators and our adult supervisory team.

We have secured a grant for the Overcoming Obstacles curriculum.

Budget and resources alignment

Fair Student Funding will be used to implement this action plan from Sept 2011-June 2012 as indicated below:

- *Budget funds to purchase advisory and peer mediation curriculums.*
- *Schedule per session funds to train staff.*

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	29	21	9	9			30	
7	27	29	10	10			10	
8	33	23		10			30	
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	Students are grouped by level and need in small (5-10 students) groups during the Extended Day Period which meets twice a week for 50 minutes. Teachers address comprehension, decoding, vocabulary, and writing skills. AIS are also provided through push-in support in classrooms.
Mathematics	Students are grouped by level and need in small (5-10 students) groups during the Extended Day Period which meets twice a week for 50 minutes. Teachers address computation, solving equations, and operation with integers as needed. AIS are also provided through push-in support in classrooms.
Science	Support is provided through the “push-in” and small-group instruction model. The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.
Social Studies	Support is provided through the “push-in” and small-group instruction model. The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.
At-risk Services provided by the Guidance Counselor	At risk counseling services are provided to students either through weekly group counseling sessions, crisis intervention counseling, or short term counseling. Families of at-risk students are also given support through parent meetings and referrals to other school supports services or to outside resources and agencies.
At-risk Services provided by the School Psychologist	Not applicable.
At-risk Services provided by the Social Worker	Provide at risk counseling to students in distress. Meet with families who need help navigating the school system and assess supports needed. Provide linkages to community agencies to further support families.
At-risk Health-related Services	Not applicable.

**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 Alison Sheehan	District 15	Borough Brooklyn	School Number 447
School Name Math & Science Exploratory School			

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

Principal Dawn Faraj-Valle	Assistant Principal Arin Rusch
Coach type here	Coach type here
ESL Teacher Jennifer Joyce	Guidance Counselor Star Covinelli
Teacher/Subject Area Emily Phillips/SETSS	Parent type here
Teacher/Subject Area Angela de la Cruz/SETSS	Parent Coordinator Julia Castro
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	1
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	492	Total Number of ELLs	4	ELLs as share of total student population (%)	0.81%
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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. 

1. For all students that are new to the New York City school system, an informal interview is conducted and parents complete the Home Language Identification Survey (HLIS). Parents can identify the language they communicate in at home. The parent coordinator, Julia Castro, who speaks Spanish, along with the ESL provider, Jennifer Joyce, assist parents with completing the HLIS. Based on information obtained through these, appropriate students are administered the LAB-R) Our certified ESL provider, Jennifer Joyce, is responsible for conducting the initial screening, including oral interview in English and Native Language if possible, administering the HLIS and interview and LAB-R if necessary. If the student is Spanish-speaking then the Spanish LAB is administered by Angela De La Cruz, licensed teacher who speaks Spanish. Parent choice letters are then distributed so parents can select the program they prefer. All identification procedures are completed within 10 school days of initial enrollment. Administration of the NYSESLAT exam follows the New York State mandates and is administered by the licensed ESL provider. All state protocols for administering the exam are strictly followed. Results on the NYSESLAT determine how many minutes of instruction per week ELLs will receive. ATS reports, including the RNMR, are used to evaluate ELLs. These reports help us determine levels, beginner, intermediate, advanced or proficient and the number of minutes of required service.

2. A number of structures are in place to ensure that the parents of our ESL students at MS 447 understand all of the program choices, options, and rights to which they are entitled. Each parent of a student that qualifies for ESL services is invited (in English or Spanish) to an ESL parent orientation. The ESL teacher is also available to meet with parents at another time, if the orientation time is inconvenient. At the parent orientation session, informational materials are provided to the parents in their language of choice and they view an informative video. Parents complete a parental choice survey to indicate their language instructional preference. The ESL teacher and a bilingual staff member are present to counsel or provide more information to parents regarding their options and choices as parents of ELLs in the New York City School system. Based on parent choice over the last few years we only have a freestanding ESL program. For program selection, if the parent selection letter is not returned within one week a phone call is made to confirm a program choice. If still no contact within two weeks then the student is automatically placed in our ESL program.

3. Entitlement letters, Parent surveys and Parent Selection letters are distributed to by the ESL provider, Jennifer Joyce, and Parent Coordinator, Julia Castro, at the Parent Orientation. If parents do not attend after phone calls letters are distributed both directly to the student and by mailing home. Selection forms are returned to the ESL teacher and stored in the students cumulative record in the main office.

4. The criteria for placing ELLs in the appropriate instructional program is based on parent choice, determined by parent orientation meetings and parent selection letters. Each year administrators and the ESL teacher review parent choice letters from the previous three years.

5. Based on review of the parent choice surveys that were returned and the parents that attended the ELL orientation, the trend for parent choice continues to be a freestanding ESL program. We have a small population of ELLs and all of our four students this year were in freestanding ESL programs last year and selected to continue with this program.

6. Yes, the Freestanding program model at MS 447 is aligned with parent requests. Again, all parents have chosen to continue with this instructional program.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	1	1					4
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	2
SIFE		ELLs receiving service 4-6 years		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. [?](#)

	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	3		1				1		1	4

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	
Total	3	0	1	0	0	0	1	0	1	4
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

1. a. We use the following ESL program models at MS 447: Push-In {Co-teaching}, Pull-Out, and Collaborative models. The ESL program at MS 447 is structured to provide our ELLs with as much small group language instruction as possible, while ensuring that students are present for the academic content of their classes. While a challenge, this is possible only through a combination of push-in and pull-out ESL instruction. Most Beginner and Intermediate students receive four periods of push-in instruction per week, as well as four periods of pull-out instruction. The Advanced students receive two or three push-in periods per week and two pull-out periods per week. This enables them to receive more individualized instruction and skill development. Portions of the pull-out sessions are spent working on projects for their general education classes, as the individual teacher attention is greatly helpful to these students. They receive 4 periods of ESL instruction per week which totals 180 minutes. Three of these periods are push-in and one period is pull-out. In addition, there is one period per week scheduled to work with students who require more individualized support in skill development. The materials our ELL provider uses includes the Rosetta Stone software, Rewards program, Words Their Way program, online grammar resources, young adult fiction and nonfiction trade books.

1. b. The classes travel together in Block classes and the student groups are Heterogeneous.

2. The staff of MS 447 makes many accommodations and modifications to their schedules to comply with the state mandates and to support and help meet the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred sixty minutes (360 per week) of ESL instruction are provided to students at the beginning and intermediate levels and one hundred eighty (180 per week) minutes of ESL instruction are given to students at an advanced level of proficiency.

2a. The mandated instructional minutes for ESL are delivered by the ESL provider in a push-in and pull-out model. Students meet with the ESL teacher four instructional periods per week for a total of 180 minutes, as all of our students are Advanced. Every student receives nine periods of ELA instruction per week.

3. In the freestanding ESL program Ell's travel with their class to receive content area instruction. Each class receives ten periods per week of English Language Arts, double periods of Math every day, four periods of Science and four periods of Social Studies per week. ESL push-in periods are spread between content areas. Instructional approaches and methods used to enrich language development and make content comprehensible include: text rich environments, use of various graphic organizers, vocabulary support, guided reading, differentiated texts to support different reading levels. All teachers follow the Teacher's College workshop model which include mini-lessons with teacher modeling, scaffolding and independent practice with conferring. Reading and writing conferences are used to conduct on going assessment and support.

4. For the past several years our ELL's have been at the advanced level, therefore we do not evaluate them in their native language.

5. a. The ESL teacher at MS 447 works closely with the Academic Intervention Specialist and the SETSS teacher to target specific skills and strategies necessary for all students requiring additional support. SIFE students often have large gaps in their language proficiency and

A. Programming and Scheduling Information

knowledge base. A separate focus program would be specifically targeted to any SIFE students to learn and practice the skills that may fill in some of the gaps in their academic knowledge. Skills such as phonics, vocabulary, and reading strategies that may have been taught in earlier grades would be employed with such a program using Words Their Way. We would also provide SIFE students with an English-speaking peer to assist with organization, assignments for other classes, and social language development.

5. b. Newcomer students at MS 447 are also paired with other English-speaking students in their class. This partnership allows the newcomer to feel welcome, to gain language building opportunities, to learn how to function in a new country and school, and provides both students with windows into another culture. Newcomers also receive ESL services that enhance the learning in the students' other classes. Many newcomers to middle schools are literate in their native language, which is a huge advantage as students transfer their knowledge from the native language to English. This Common Underlying Proficiency can also apply to newcomers who are not literate in their native languages, but who are able to make connections between their language and English. Newcomers, as well as long term ELLs, will receive ESL services that include sheltered English content instruction, as well as scaffolding techniques, such as bridging, modeling, text-representation, and schema building. Such scaffolds are the building blocks to all sound pedagogy, but are essential for ELLs as they learn academic concepts in a second language.

5. c. In addition to utilizing scaffolds for ELLs receiving services for four to six years, we concentrate on developing their CALP, which is necessary for success in middle school. According to language acquisition theorists, people learning a new language will first learn the social and functional words of that language, Basic Interpersonal Communicative Skills (BICS), before they learn the academic language. Realizing this natural process, as well as the fact that each student acquires language at a different rate, we emphasize learning and applying academic language to reading, writing, speaking, and listening skills for our long term ELLs. For these ELL's it is imperative they are receiving support for their academic classes to prepare them to be successful and transition out of ESL.

5. d. We continue to concentrate on the development of academic language for the long-term ELLs. Emphasis on developing and applying academic language in all skill areas is continued. Long term ELLs often have fossilized errors which are addressed with explicit instruction. All of the long term ELLs are also special education students. The ESL provider works in conjunction with service providers in order to provide them with the instructional program that best meets the individual needs of these students.

5. e. Half of our ELLs at MS 447 are Special Education students. One Special Education student at MS 447 has an ICT teacher designated to work with a group of twelve or less within the mainstream classes. The other student has Resource Room five periods per week. Students in this category have Individualized Educational Programs, which are used by the ESL teacher and other teachers to assist with planning for specific areas of language and literacy need.

6. Instructional strategies used to address the needs of ELL-SWDs include content area vocabulary development, phonics instruction, using the REWARDS program, reading conferences using leveled texts, nonfiction reading strategies, using high-interest trade books and writing organization strategies, including a variety of graphic organizers.

7. Our school uses curricular, instructional and scheduling flexibility to address the needs of ELL-SWDs. Curriculum is modified with collaboration between content teachers and ESL and SETTTS providers. Students are pulled out and worked with one on one and in small groups to address specific and diverse needs.

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:

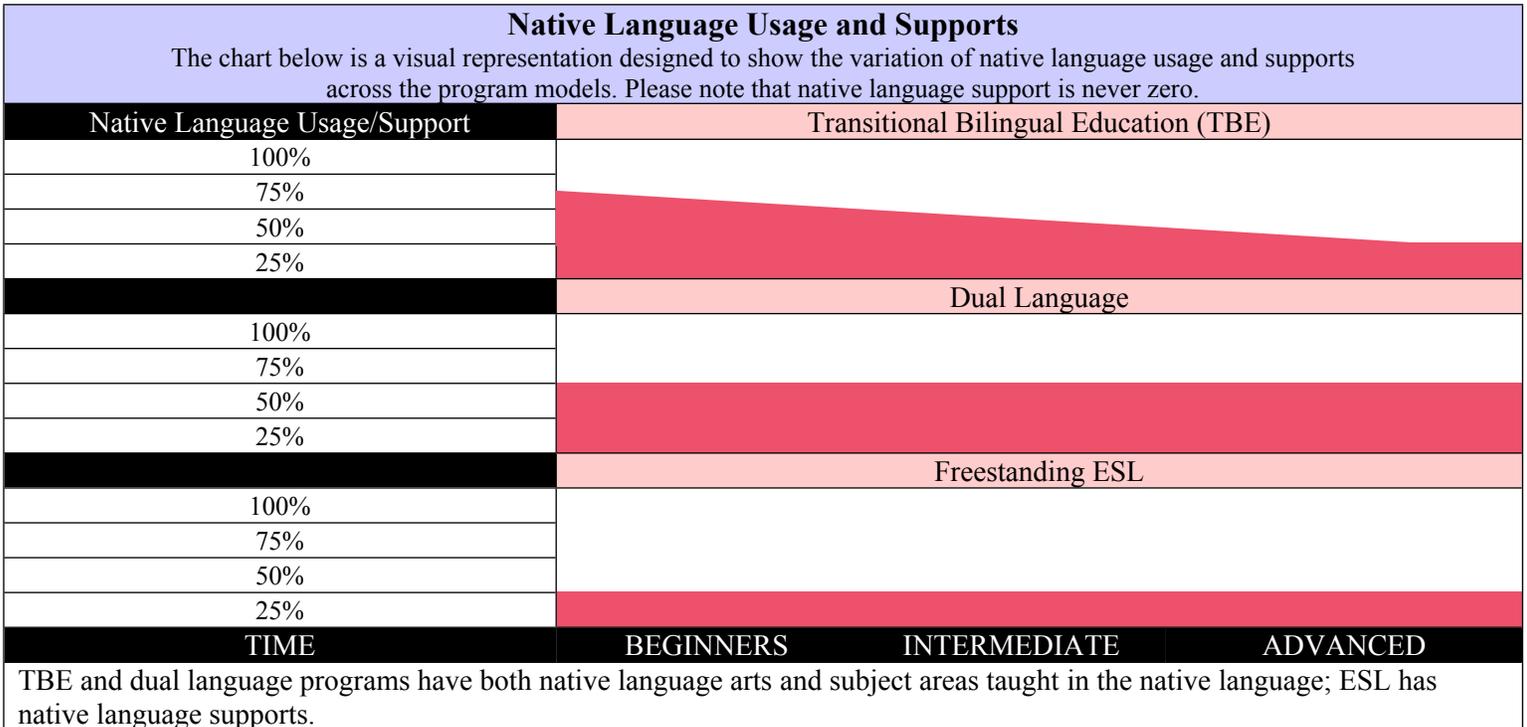
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

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?

8. Implications for LAP in English Language Arts Area:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research-based Instructional Strategies
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to be involved in purposeful conversation

Provide high-interest, low level independent reading books for ELLs

- Incorporate all language modalities during the lesson (both pull-out and push-in lessons) through the use of journals, group collaboration
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Social Studies Area:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content teacher and ESL teachers to create a learning community which is knowledgeable and experienced in research-based Instructional Strategies
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to be involved in purposeful conversation.

Provide content vocabulary support

- Incorporate listening, speaking, reading and writing skills during lessons (both pull-out and push-in lessons) through the use of journals, group collaboration
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to negotiate with mathematics academic language, such as reading and solving word problems, interactive word wall, collaborative group work
- Incorporate writing in the math lesson
- Provide opportunities for students to share their problem solving strategies and the justification of answers
- Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction

8. Implications for LAP in Science:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in

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?

8. Implications for LAP in English Language Arts Area:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research-based Instructional Strategies
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to be involved in purposeful conversation

Provide high-interest, low level independent reading books for ELLs

- Incorporate all language modalities during the lesson (both pull-out and push-in lessons) through the use of journals, group collaboration
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Social Studies Area:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content teacher and ESL teachers to create a learning community which is knowledgeable and experienced in research-based Instructional Strategies
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to be involved in purposeful conversation.

Provide content vocabulary support

- Incorporate listening, speaking, reading and writing skills during lessons (both pull-out and push-in lessons) through the use of journals, group collaboration
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to negotiate with mathematics academic language, such as reading and solving word problems, interactive word wall, collaborative group work
- Incorporate writing in the math lesson
- Provide opportunities for students to share their problem solving strategies and the justification of answers
- Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction

8. Implications for LAP in Science:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in

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?

1. We have an active and supportive parent community. Several ELL families are involved in school functions and events and do communicate with the teachers and staff on an ongoing basis. We have a Spanish-speaking parent coordinator who contacts our Spanish speaking families on a regular basis in regards to school updates and concerns. Most of our ELL families attend our Parent-teacher conferences each year.

2. We counsel most of our ELL families with free bilingual CBO services such as programs through the YMCA and Good Shephard services.

3. We evaluate and support the needs of the parents using parent choice surveys and as they are brought to our attention or when the family seeks assistance. The parent coordinator is easily available to parents and assists our Spanish-speaking families.

4. All of our parent community are invited to school celebrations, content publishing parties, school and Exploration trips, PTA functions and meetings. This supports the parents by helping them become actively involved in their child's school, learning and development. For specific academic concerns, our staff is always available to meet with families one to one. Spanish-speaking teachers, assistant principal Arin Rusch and our parent coordinator provide Spanish translation services. We also use google translation for written documents .

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)?

N/A

D. Professional Development and Support for School Staff

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

1. The ESL teacher at MS 447 attends periodic professional development training sessions offered by DOE and CFN 10, specifically geared to training ESL teachers to plan for academic rigor in their programs. The ESL teacher will attend Language Workshops at Teachers College to enhance the teaching of Balanced Literacy for reading and writing. The ESL teacher also attends a variety of off-site workshops, including BOCES, to promote collaboration between content area and language teachers. Within the school, there are ongoing opportunities for the ELL provider to meet and conference with the content teachers to discuss curricula and content, plan lessons, and make modifications based on the students' individual needs and goals.

2. Understanding of the articulation process for promotion into high school, knowledge of schools that offer comparable ELL programs, preparation of necessary assessments and documents to support ELL transition.

3. Our ELL provider has trained school staff on vocabulary building strategies for ELLs, appropriate modifications, organizational tools and a variety of content resources. Attendance is recorded and presentation materials are on file. Included in the school staff training are our administration, entire special education staff, paraprofessionals, guidance counselors, social workers, related service providers, and office staff.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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2. We counsel most of our ELL families with free bilingual CBO services such as programs through the YMCA and Good Shephard services.

3. We evaluate and support the needs of the parents using parent choice surveys and as they are brought to our attention or when the family seeks assistance. The parent coordinator is easily available to parents and assists our Spanish-speaking families.

4. All of our parent community are invited to school celebrations, content publishing parties, school and Exploration trips, PTA functions and meetings. This supports the parents by helping them become actively involved in their child's school, learning and development. For specific academic concerns, our staff is always available to meet with families one to one. Spanish-speaking teachers, assistant principal Arin Rusch and our parent coordinator provide Spanish translation services. We also use google translation for written documents .

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
													L

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1		1		2

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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use several assessments to determine early literacy skills. A few include: On Demand writing, TCRWP, Fountas and Pinnell reading levels, Words Their Way pre-assessments, Rewards skills pre-assessments, school-based baseline assessments and DY0 assessments. Review of the data allows us to align targeted ELL student needs with current content curricula and additional resources.

2. According to the results of the 2011 NYSESLAT all of the ELLs are Advanced. All students are strong in the speaking skill area and reflects that our ELLs have developed social language. Raw scores for the speaking section ranged from twenty-seven to thirty-two. The listening raw scores are lower than speaking and indicates a skill set that needs focused instruction. One student was proficient on the speaking/listening subset and two students were proficient on the reading/writing subsection. ELLs are stronger in the reading skill area

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use several assessments to determine early literacy skills. A few include: On Demand writing, TCRWP, Fountas and Pinnell reading levels, Words Their Way pre-assessments, Rewards skills pre-assessments, school-based baseline assessments and DY0 assessments. Review of the data allows us to align targeted ELL student needs with current content curricula and additional resources.

2. According to the results of the 2011 NYSESLAT all of the ELLs are Advanced. All students are strong in the speaking skill area and reflects that our ELLs have developed social language. Raw scores for the speaking section ranged from twenty-seven to thirty-two. The listening raw scores are lower than speaking and indicates a skill set that needs focused instruction. One student was proficient on the speaking/listening subset and two students were proficient on the reading/writing subsection. ELLs are stronger in the reading skill area than writing. Raw scores for reading ranged from twenty-one to twenty-four. Writing scores ranged from eighteen to twenty-two.

3. Patterns across the NYSESLAT modalities directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Since there is a small number of ELLs, instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our programming goals to support further development of academic language for all of our ELLs and support their writing work in their content area classes.

4. a. As a team, school leadership, our ELL provider and support staff review student results on an ongoing basis. We have noticed that our ELL students who received Advanced in all NYSESLAT modalities are mostly our special education students who scored either levels 1 or 2 on the ELA and Math exams. Using this information and along with their PLOP and IEP goals, we continue to work with the content co-

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>The Math & Science Exploratory</u>		School DBN: <u>15k447</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Faraj-Valle	Principal		12/19/11
Arin Rusch	Assistant Principal		12/19/11
Julia Castro	Parent Coordinator		12/19/11
Jennifer Joyce	ESL Teacher		12/19/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k447 **School Name:** Math & Science Exploratory School

Cluster: DSSI 01 **Network:** CFN 102

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.

Upon arrival of all incoming 6th graders, we look through all records from elementary school to determine the translation needs of all students

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.

Using data collected from student files, we report on schools report card, all findings of various diverse groups in our school.

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.

We currently use in house personnel to translate items into Spanish which is the second most popular language among our families. We also use the department of education translation unit to translate documents into Spanish, Arabic, Chinese and Japanese.

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.

We use in house personnel for Spanish however always bring in staff from the Legal Interpreting Services for parent teacher conferences, IEP meetings or other meetings as determined by the parent.

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>.

Using data compiled by elementary schools, once students are accepted into our 6th grade, we check the new records to look for students whose parents may have language concerns. We then make sure to have all documents translated into the various languages as needed by either in house staff or the department of education translation unit.