



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** MIDDLE SCHOOL 821

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 15k821

**PRINCIPAL:** MS. LOLA PADIN **EMAIL:** LPADIN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. 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
Lola Padin	*Principal or Designee	
Franky Gutierrez	*UFT Chapter Leader or Designee	
Emma Delaez Velazquez	*PA/PTA President or Designated Co-President	
Evelyn Deliz	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Day Mitchell	CBO Representative, if applicable	
Shari Tabb	Member/	
Joanna Pinos	Member/	
Olga Gonzalez	Member/	
Eugenia Gonzalez	Member/	
Yuderkis Hernandez	Member/	
Janice Bruce	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. Enhance the rigor of the literacy program by adding a guided reading component to the workshop model.

### **Comprehensive needs assessment**

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

*Set the measurable target that will define whether or not you have met your goal.*

- An increase of 5% in the number of students achieving 3 and 4 scores (9 students in ELA).
- An increase of 3% in the number of students moving from 2 to 3 scores (4 students in ELA)

An increase of 10% in the number of students moving from 1 to 2 scores (1 student in ELA)

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- There will be weekly departmental (ELA) meetings to examine data and student samples.
- Teachers will meet to reflect and advise instructional practice.
- Students will spend more time during class and extended day intervention working in small groups or individually based on targeted specific skills and strategies that need improvement incorporating guided reading.
- Teachers will create dynamic groups for guided reading indicated by the results of NYCDOE online assessment intervention opportunities results posted after each administration of the ELA.
- Develop a standardized protocol to utilize data to monitor success of professional collaborations and leadership development.
- Teachers will provide small group or individualized instruction, groups of students or individuals will make use of the online assessment intervention opportunity activities to support their individual needs and small groups of individuals will work independently on activities provided by the teacher.
- Additionally, we are participating in the Teachers College Readers/Writers project. A staff developer will be on site 25 days this year. Our ELA teachers will attend workshops at Teachers College for a total of 25 calendar days. The Principal and on-staff coach will be using the leadership slots to participate in a coaching course.
- In partnership with Teachers College, we will be using Assessment Pro to track student reading levels, in addition to the other periodic assessments and data systems.
- The Social Studies and English Language Arts teams are collaborating in our literacy Performance Task to be completed by the first week in January. This task will target reading informational texts and argument writing. Over the course of five weeks, students will complete a series of reading and reflection tasks, designed and scaffolded to build to a culminating performance task – an argument essay. Each grade has devised a theme:

- 6<sup>th</sup> – What makes a civilization?
- 7<sup>th</sup> - How does it feel to be a new person in a new land?
- 8<sup>th</sup> – What are the issues surrounding immigration of the past and present?

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Laptops will be available for student use.

Projected Time Frame

This goal will be achieved by June 2012

- Weekly departmental meetings to examine data and work samples.
- Results of the ELA predictive.
- Results of the State Mandated ELA Exams.
- Results of Teacher Prepared Assessments.
- Teacher’s College Assessment System.

**Strategies to increase parental involvement**

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

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

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

**All ELA teachers including ESL and Special Education are Highly qualified teachers as defined by NCLB.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

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

STAFFING:

- ELA Teachers
- ELA Coaches(TC & in-house)
- Reading Specialists

Administration:

- Scheduling
- Classroom and Extended Day
- Funding Title I

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Enhance the consistency and rigor in Mathematics through increased hands-on activities in grade specific units culminating in an end of term performance task.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- An increase of 5% in the number of students achieving 3 and 4 scores (17 students in Math)
- An increase of 3% in the number of students moving from 2 to 3 scores (2 students in Math).

An increase of 10% in the number of students moving from 1 to 2 scores (1 student in Math).

**Instructional strategies/activities**

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

- e) There will be weekly departmental Math meetings to examine data and student samples.
- f) Teachers will meet to reflect and advise instructional practice.
- g) Students will spend more time during class and extended day intervention working in small groups or individually based on targeted specific skills and strategies that need improvement utilizing manipulatives.
- h) Teachers will create dynamic groups indicated by the results NYCDOE online assessment intervention opportunities results posted after each administration of Mathematics Predictives.
- i) There will be an increase in hands on activities in grade specific units.
- j) There will be end of term performance tasks.
- k) Teachers will provide small group or individualized instruction, groups of students or individuals will make use of the online assessment intervention opportunity activities to support their individual needs and small groups of individuals will work independently on activities provided by the teacher.
- l) Our Mathematics coach will be returning for the third year to lead our mathematics department.
- m) The Math department will meet a minimum of 2 professional learning periods to learn about and plan for the implementation of the citywide instructional expectations for the Performance task. One session will be held in September, the second to be held in November. Grade level teachers will work together to create a rigorous, rich task that will engage *all* students (with support for ELLS and students with disabilities) and is aligned to the Common Core state standards. The standard of practice will focus on Modeling with Mathematics and Constructing Viable Arguments and Critiquing the Reasoning of Others. A baseline task will be completed by late Fall and a closing performance task issued by the end of Winter 2012. Weekly meetings with our A.U.S.S.I.E. coach will offer instructional support for all teachers.
  - a. 6<sup>th</sup> grade – Domain of focus/Ratios and Proportional Relationships
  - b. 7<sup>th</sup> grade – Domain of focus/Ratios and Proportional Relationships
  - c. 8<sup>th</sup> Grade – Domain of focus/Expressions and Equations

Laptops will be available for student use.

Projected Time Frame

This goal will be achieved by June 2012

- Weekly departmental meetings to examine data and work samples.
- Results of the Mathematics predictives.
- Results of the State Mandated Mathematics Exams.
- Results of Teacher Prepared Assessments.

**Strategies to increase parental involvement**

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

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

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

**All Math teachers including ESL and Special Education are Highly Qualified Teachers as defined by NCLB.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

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

STAFFING:

- Math Teachers
- Math Coach Aussie
- Math and Technology Specialists

Administration:

- Scheduling
- Classroom and Extended Day
- Funding Title I

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To improve the performance of students with disabilities and students with limited English Proficiency in literacy who did not make AYP (Adequate Yearly Progress) for the past two years.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
An increase of 10% in the number of students moving from 1 to 2 scores in ELA.

#### **Instructional strategies/activities**

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

The students identified as English Language Learners will receive ESL in both a push –in and pull-out model to develop skills in listening, speaking, reading and writing to communicate in English across content areas. ESL instruction is aligned to Common Core learning standards and the TC workshop model in order to effectively reinforce and develop prior literacy and language skills acquired.  
Laptops will be available for student use.

- There will be weekly departmental Special Ed and ICT meetings to examine data and student samples.
- Students will spend more time during class and extended day intervention working in small groups or individually based on targeted specific skills and strategies that need improvement.
- Teachers will create dynamic groups indicated by the results of NYCDOE online assessment intervention opportunities results posted after each administration of the ELA predictive.
- Teachers will provide small group or individualized instruction, groups of students or individuals will make use of the online assessment intervention opportunity activities to support their individual needs and small groups of individuals will work independently on activities provided by the teacher.
- Students with an IEP in an ICT classroom will receive a minimum of four periods of small group Guided Reading Instruction weekly in addition to their daily literacy workshop.
- All Special Education teachers and the ELA Coach have been trained in the Wilson Method. The Wilson Method will be used in our three self-contained classes (students in grades 6,7,8) in addition to their daily literacy workshop.

#### Projected Time Frame

This goal will be achieved by June 2012

- Weekly departmental meetings to examine data and work samples.

- Results of the ELA predictives.
- Results of the State Mandated ELA Exams.
- Results of Teacher Prepared Assessments.

**Strategies to increase parental involvement**

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

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

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

**All teachers including ESL and Special Education are Highly Qualified Teachers as defined by NCLB>**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A.

**Budget and resources alignment**

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

STAFFING:

- Special Education, ICT and ESL
- ELA Coaches
- Reading and technology Specialists from Network 102 (E. Abegg, J. Bowen, M. Della Rangione)

Administration:

- Scheduling
- Classroom and Extended Day
- Funding Title I

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Improve teacher instructional practice by developing a shared understanding of the Danielson Rubric.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - 75% of eligible teachers will be granted tenure.
  - 70% of the teaching staff will reach the proficient level of performance according to the Danielson framework.
  - 30% of the teaching staff will reach the distinguished level of performance according to the Danielson framework.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) Domain 3 Instruction/3b – *Using questioning and Discussion Techniques*, (a continuation and expansion of last years' focus)
  - c) Domain 2: The Classroom Environment/2a – *Creating an Environment of Respect and Rapport*, (an extension of our commitment to Conflict Resolution)

Domain 3: Engaging Students in Learning (expanding instruction to create a more cognitive learning environment)

Staff members will attend a minimum of 2 professional development sessions to learn about and plan for the implementation of the citywide instructional expectations. Teachers will also meet as a team once a month to evaluate progress and plan out next steps.

### **Strategies to increase parental involvement**

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

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

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

### **All of our teachers are Highly Qualified.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

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

## ANNUAL GOAL #5 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 #5**

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

**To improve school climate, improve students' self-esteem, communication and conflict resolution skills and decrease the amount of time teachers and administrators spend on disciplinary matters.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Analyze student entries on daily section sheets to see a reduction in classroom disturbances.
- Out of class suspensions should diminish as a result of this program.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Continue our partnership with Morningside Center for Social Responsibility.
  - b) Continue to be a member of our Network schools affiliated with Social & Emotional learning.
  - c) Expose all students to 1 Advisory period and Peer Mediation Sessions to address conflict, as needed.
  - d) Continue to improve school climate with these initiatives.
- **An in-house staff developer trained in social and emotional learning will provide professional development to all teachers in a year long partnership.**
- **Specific strategies in conflict resolution will be utilized in our school.**
- **Peer mediators will be trained in September and October to provide student mediations twice a day with trained Supervisors.**
- **A Social and Emotional Committee will meet monthly with our point person Lucy Nunez and Kristen Page to make recommendations.**

### **Strategies to increase parental involvement**

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

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

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

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	S. Tabb		T. Winchester	Nutritional & Medical
<b>1</b>			<b>N/A</b>	<b>N/A</b>			LMC	
<b>2</b>			<b>N/A</b>	<b>N/A</b>			Lutheran Medical Center	
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	35	60			11		0	11
<b>7</b>	70	20			8		3	26
<b>8</b>	75	35			15		9	30
<b>9</b>								
<b>10</b>								
<b>11</b>								

12								
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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
<b>ELA</b>	<b>1) During extended day intervention, small groups use Common Core Learning standard aligned Coach books.</b> 2) The Wilson Program is being implemented in the three self-contained special ed classrooms in addition to the TCRWP during the school day.
<b>Mathematics</b>	<b>1) All students are provided with small group differentiated instruction in math both during the school day and during the extended day program. At risk students are provided with either small group instruction or one on one tutoring to target their specific needs.</b> <b>2) Teachers address individual student needs by using targeted lessons from the Common Core learning standards aligned Coach book.</b>
<b>Science</b>	<b>Workshop model – differentiated instruction – small group and individualized during school day. After school enrichment offered through Urban Advantage Middle School Science Initiative.</b>
<b>Social Studies</b>	<b>Small group and individualized instruction during the school days, skills, strategies, reading and writing units – both content based and literacy based.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Individual and group counseling during school day.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>

<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## **Title I Parent Involvement Policy**

### **I. General Expectations**

Sunset Park Prep School agrees to implement the following statutory requirements.

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental policy into its school involvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of the Title I, Part A funds reserved for parental involvement is spent.
- The School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-
  - That parents play an integral role in assisting their child's learning;
  - That parents are encouraged to be actively involved in their child's education at school;
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Sunset Park Prep School/Middle School 821 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Education Agency Plans of the ESEA:

**The Parent Coordinator will meet with the District Family Advocates.**

## School Parent Compact

### School Responsibilities

#### Sunset Park Prep/Middle School 821 will:

- **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The teaching and learning environment will foster and encourage student achievement. Individual learning styles will be considered and then utilized to promote many optimal learning experiences. Educationally diverse learning styles are embraced and supported by employing various instructional strategies. Rubrics relating the expected standards will be prominently displayed in each classroom. Reference materials, novels, classroom libraries, student-generated charts and reports, computers with Internet-connection, overhead projectors, and other physical resources relating to the curriculum of specific subjects are available.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held.**

Parent Teacher conferences are held one afternoon and one evening each term as per DOE regulations.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Parents receive Progress Reports quarterly, three weeks prior to each report card.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

All parents have been informed that they should call the parent coordinator to set up appointments with teachers throughout the year.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**

Parents are encouraged to observe classes during open school week each term.

### Parent Responsibilities

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

(Describe the ways in which parents will support their children's learning, such as:

- **Supporting my child's learning by making education a priority in our home by:**
  - **making sure my child is on time and prepared everyday for school;**
  - **monitoring attendance**
  - **talking with my child about his/her activities every day;**
  - **scheduling daily homework time;**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_15K821\_\_\_\_\_ **School Name:** \_Sunset Park Prep

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*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:** X  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic            X  Focused     Comprehensive

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

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### **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.  
We did not meet AYP with our students with disabilities and our LEP students in English language arts. Three areas of concern were identified in our school that are being addressed as a result of our SINI Status.
  - 1) Providing all students who have successfully passed the NYSESLAT with additional ESL support.
  - 2) Having long term ELL's (6 years or more) work with a reading specialist as well as an ESL teacher.
  - 3) Provide all teachers with PD to differentiate and scaffold instruction for all students. 34/59 students were identified as both English language learners and special needs.
  
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.

To support improved achievement in ELA, the school will implement and provide all ELA teachers with professional development in our literacy program which will consist of the following components: read alouds, phonemic instruction, shared reading, guided reading, comprehension reading, vocabulary instruction and greater motivation to read. The school will incorporate the Wilson Reading System in our three 12:1 classes. The following individuals provide professional development on a weekly basis: TC Staff developer will support teachers in literacy, SE School Improvement Specialist will support teachers with all special needs students and our ESL teacher will provide PD on ESL methodology. All teachers will be provided with PD sessions to develop differentiation interventions for all students.

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### **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.

Network ELL/ SE Specialists will provide PD to teachers on staff. The SE School Improvement Specialist supports our teachers and students on a weekly basis. Our Math AUSSIE will continue to work with teachers in differentiating instruction to provide rigor in all classes. Our TC Staff developer will continue to support the staff in all components of balanced literacy as well as provide strategies to enhance comprehension in all content areas. Monthly professional development opportunities are provided for teachers at Teachers College.

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

Our staff will benefit from PD on differentiating instruction with sub-groups, English language learners and students with disabilities. Provide PD to all teachers on using the smart board as an instructional tool.

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.

The school will inform all parents of its' SINI Status by January 31, 2012. We have scheduled a PTA meeting on January 18, 2012 at 6pm in the school auditorium.

**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 <b>Alison Sheehan</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>821</b>
School Name <b>Sunset Park Prep</b>			

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

Principal <b>Lola Padin</b>	Assistant Principal <b>Ms. Elaine Pinckney</b>
Coach <b>Marijo Thompson/ELA</b>	Coach <b>type here</b>
ESL Teacher <b>Myrna Johanna Pinos</b>	Guidance Counselor <b>Shari Tab</b>
Teacher/Subject Area <b>Frank Gutierrez/UFT</b>	Parent <b>Yuderkis Hernandez</b>
Teacher/Subject Area <b>Nick Fortier/Special Education</b>	Parent Coordinator <b>Evelyn Deliz</b>
Related Service Provider <b>Marissa Lieberman/Speech Prov.</b>	Other <b>Emma Pelaez-Velazquez/PTA Pres</b>
Network Leader <b>Allison Sheehan</b>	Other

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

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

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

### D. School Demographics

Total number of students in school	<b>520</b>	Total Number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>11.15%</b>
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## Part II: ELL Identification Process

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

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

1. The Home Identification Language Survey is administered by Ms. Pinos, the licensed ESL Coordinator/teacher at M.S. 821. Ms. Pinos is bilingual in Spanish. The ESL Coordinator conducts the informal oral interview in the parents' home language if its Spanish. For parents who speak a language other than Spanish, a translator is provided to support the pedagogue in the interview process. The licensed ESL teacher/Coordinator will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. At this point, the ESL teacher conducts an informal interview and determines if the student is eligible for testing. When a student enters M.S.821 as a new admit the parent and child are present during registration in order to have the Home Language Information Survey (HLIS) administered to the parents by the ESL certified pedagogue Myrna Pinos as well as an interview with the child. Based on the questions answered by the parent, and the responses given during the interview with the child, a determination is made regarding the child's home language (HL). If the HL is determined to be other than English, the language code (e.g., MN for Mandarin Chinese) is entered on the HLIS. Only those new students with a HL other than English are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam. When a student enters MS 821 as a transfer s/he is screened using ATS to see if a home language code has been entered by another school in the New York City Department of Education (NYCDOE). If a language other than English has been entered, the student's information is then checked to see if s/he has ever been administered the LAB-R exam. If the student has not tested beyond the advanced level of English proficiency on the LAB-R, s/he is then considered an ELL and is eligible for ESL services. If the student has not tested beyond the advanced level of English proficiency and their language code identifies them as having a home language of Spanish, they are then administered the Spanish LAB-R exam in order to determine whether a Spanish Transitional Bilingual Education (TBE) class could be offered as an appropriate setting for the student. The student's level of English proficiency is determined using the scoring system set by the testing board. Based on those results, the student is either tested or placed in the appropriate setting. If the student was given the LAB-R and tested as a proficient speaker of English, the code "N" will appear in the student's exam history indicating that they are "not eligible". In other words, they are not considered an English Language Learner (ELL) and are not eligible for English as a Second Language (ESL) services. The student would then be placed in a monolingual (English) classroom setting and the parent will be notified of their child's results and placement.

b. The pedagogue at MS 821 who is responsible for identifying ELLs, testing ELLs, notifying parents, and conducting interviews is Myrna J.Pinos, the ESL teacher. She has a Master's degree in, and is a certified teacher of ESL. She is bilingual in Spanish. If translations are needed for the initial screening interviews, she seeks the assistance of the Parent Coordinator Evelyn Deliz who immediately contacts other pedagogues on staff whom can assist in translating. Sunset Park is a community that over the last few years have been changing in diversity groups. There has been an increase of number of ELL's in our community. Our school administrators are very aware of this, therefore staff members are also culturally diverse to best meet the needs of our students and their families. Majority of our staff members are fluent bilingual Spanish speakers. We have two pedagogues, who are bilingual in Cantonese; another pedagogue is bilingual in Russian.

C. Once the ESL teacher /Coordinator collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teacher/Coordinator administers the LAB-r test to that child within ten days of enrollment. If that student is also a Spanish speaker, they are administered the Spanish LAB within ten days. Students are placed where parent selected on the Parent

Survey and Program Selection Form within ten days of school enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). We ensure that all eligible students are assessed with the NYSESLAT by running an RLER report in ATS to see our eligible students. We use licensed teachers under the guidance of our ESL teacher to administer the NYSESLAT mirroring the same testing conditions as the other state tests. We keep Excel spreadsheets to track the list of students and their attendance for all four modalities of the test. ESL teachers will prepare students for the NYSESLAT exams and will differentiate instruction based on proficiency levels. Students on beginner and intermediate proficiency levels on NYSESLAT get 360 minutes of ESL a week and students scoring advanced level get 180 minutes of ESL a week with preparation for the ELA. The ESL teacher will administer the Speaking components of the NYSELAT during the time frame set by the DOE. The other parts of the exam will be given within the time frame given. One day for Listening, another for reading and lastly writing. The Speaking component of the test will be administered April 18 through May 18, 2012. The Listening, Reading, and Writing components will be administered May 7 through May 18, 2012. Teachers receive a memo from the ESL coordinator reminding them of NYSESLAT exam and informing them of any program changes due to testing.

2. In New York City, there are three distinct types of ESL programs available to students which are listed below:

- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible.
- Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student’s home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.
- Dual Language (DL) Program – The key features of the Dual Language program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year, usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

3. After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child’s score as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. This year we had one parent orientation It was held on Monday September 26th. At the Parent Orientation, the ESL coordinator, the parent coordinator, as well as any necessary translators provide all the information (listed above) regarding the three different ESL programs available to them and their child in the city of New York. They see an Orientation video, listen to a presentation of all ESL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents’ native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at MS 821, they will be informed that they can either choose a secondary option or we will aid them in finding a school.

**This school serves the following grades (includes ELLs and EPs)**

**K ● 1 ● 2 ● 3 ● 4 ● 5 ●**

**6\* ● 7\* ● 8\* ● 9 ● 10 ● 11 ● 12 ●**

4. The ESL coordinator  Check all that apply  ESL license, conducts parent orientations continuously throughout the year as new students are enrolled. We make sure that this whole process is within a ten day period. Entitlement letters are sent out on school letterhead to inform parents of their student status as an ELL and to invite them to a Parent Orientation Meeting. In addition, we schedule two main parent-orientations annually, one in the fall, during the first two weeks of school, and one in the spring (end of March). In the parent orientation meeting, the Parent Coordinator Ms. Evelyn Deliz and Ms. Myrna J. Pinos the ESL specialist show the EPIC video. We also conduct meetings throughout the year as needed per new enrollment. After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child’s score as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. This year we had one parent orientation It was held on Monday September 26th. At the Parent Orientation, the ESL coordinator, the parent coordinator, as well as any necessary translators provide all the information (listed above) regarding the three different ESL programs available to them and their child in the city of New York. They watch an Orientation video, listen to a presentation of all ESL-specific

program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents' native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at MS 821, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled.

The ESL Coordinator is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and returned. Though not required, the ESL Coordinator at MS 821 keeps a copy of letters sent home in regards to their child's ESL education in cumulative record. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

5. After analyzing our program selection surveys 100% of our parents chose Free Standing ESL as the program model

6. Parent choice dictates ELL classroom placement in every case. The program model that is currently in place in our school is aligned with parent's requests. If a TBE program is available and the parent selects it as their first choice, the student is necessarily placed in that setting. Currently at MS821 we have a free standing ESL program in place. If 14 or more parents with a HL other than English choose a TBE program for their children as their first option, that program will be created. If a newcomer enrolls at MS 821 any time after the beginning of the year, this process is repeated on an individual basis. First, a determination is made as to whether or not the student is new to the New York City Department of Education (NYCDOE) based on records found in ATS. If the student has not been a student in the NYCDOE prior to their enrollment at MS 821, the student's parents are administered the HLIS by the ESL Teacher/Coordinator. If a determination is made that the student is eligible for LAB-R testing, s/he will be given the assessment. If after completing the LAB-R, the student did not achieve a proficient score, s/he will become eligible for ESL services. At this point, the parent will be invited to the school for the ESL orientation described above and to make the program selection. After the parent has selected the program they feel will most effectively assist their child with learning the English language, the child will be placed accordingly and continue receiving services.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							9	10	7					26
<b>Push-In</b>							15	11	6					32
<b>Total</b>	0	0	0	0	0	0	24	21	13	0	0	0	0	58

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	33
SIFE	5	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	22

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	3	5	28	2	13	22	0	14	58
<b>Total</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>28</b>	<b>2</b>	<b>13</b>	<b>22</b>	<b>0</b>	<b>14</b>	<b>58</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							22	19	12					53
Chinese								1	1					2
Russian							1							1
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>21</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Our ESL program model consists of ESL push-in or pull out for English Language Learners. Ms. Myrna Pinos the ESL Coordinator/Teacher services her intermediate and advanced students one period daily. The few students that are at the beginner levels are serviced by Ms. Pinos two periods daily. ELL's are grouped into heterogeneous groups for their ESL instruction period. They are all on different proficiency levels of English but same grade level. They are being serviced by grade level so the ESL teacher, Ms. Pinos can provide support in content areas in Spanish if needed. During ESL period students work on literacy skills as well as language acquisition strategies. Vocabulary is taught in context of all lessons and conversations. Our school administrators are aware that some language areas and subjects need special attention because they depend mostly on language therefore are very supportive in providing the

## A. Programming and Scheduling Information

resources/materials needed.

At MS821 we have a Freestanding Pull-Out model ESL Program with a total of 58 students receiving mandated services. At this time we do not have a Dual Language Program or a Transitional Bilingual Program (TBE). The ESL lab at MS 821 is equipped with native language books, posters, and other materials. The students have access to an audio lab with native language resources and rich resources via the internet. The ESL teacher also communicates with the parents using native language materials where available. The ultimate goal of this program is that the student achieves a proficient level of English in all four language modalities.

b. On some days the ESL teacher will pull out a group of students all on the same grade level but heterogeneous levels of proficiency in English to work in small groups on specific skills. On other occasions the ESL teacher will push into content area classes to see how student is progressing in other content areas. This is also an excellent way for the ESL teacher to model some ESL strategies to content area teacher. Our school ESL teacher works collaboratively with the content area teachers to support ESL students. She meets weekly for a special education department meeting to discuss student's academic strengths and weakness or to discuss progress they have made. Teachers also share effective strategies that they can implement with their students.

2. The ESL teacher provides the mandated 360 minutes for Beginner and Intermediate students and 180 minutes for Advanced during pull out or push-in periods of the school day. The ESL teacher prepares students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery.

ESL programming at M.S. 821 entails double block periods of 90 minutes for beginners and single periods daily for intermediate level students. All of our students, ELLs and non ELLs, receive 8 periods of ELA instruction weekly. NLA instruction is not provided at this time in our school because we currently do not have TBE or Dual Language. NLA support is integrate in all content areas by providing students the content materials in native languages. We also have bilingual staff members who can provide native language support in specific content areas if the student is in need. Our staff is aware that this is necessary for student if we expect them to meet grade level standards in content areas.

3. Content area instruction is provided in English but supported in native language is needed. and is aligned with all the standards. The Freestanding ESL Program is a Push-In/Pull-Out model and provides content-based instruction in English with native language supports. The ESL instructor at MS 821 uses an Inquiry-Based methodology to give the students an approach to learning which will greatly benefit them in all their scholastic endeavors. The ESL teacher also works in the Push-In format with the classes. At M.S. 821 we have a balanced literacy model. We use the workshop model for instruction in all classes and Teacher's College Reading and Writing workshop in all our classrooms. Instruction is delivered in English. Content area teachers are given professional development on how to develop lesson plans that include english language learners. Math teachers meet with the ESL coordinator to learn new ESL strategies to help with math instruction for ELL's. Science teachers are developing language skills through their science lesson. The Social Studies department is also working on enhancing literacy skills of all students. As a department, and with the help of the ESL coordinator and ELA coach they work on preparing engaging social studies lessons for ELL's. The ESL teacher uses many ESL supplemental materials in addition to balance literacy. Content area teachers use ESL strategies to deliver instruction in English such as using manipulatives, expressive language and total body response when delivering vocabulary, instruction, and or complex concepts to ELL students. Classroom instruction is also enhanced by color-coding, large pictures, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all the content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, mid-workshop interruption and a share. All classrooms have rich leveled libraries filled with books in all content areas and topics. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day. We support native language through the use of materials in native language as well as translations when needed. Content area instruction is provided in both languages and is aligned with all the standards. The Freestanding ESL Program is a Push-In/Pull-Out model and provides content-based instruction in English with native language supports. The ESL instructor at MS 821 uses an

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

## A. Programming and Scheduling Information

The ESL teacher also works in the Push-In format with the classes.

4. At this point, our ELL students are not assessed in their native language in content areas. Initially, if a new admit receives the I AB

## 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. At M.S. 821 we provide intervention for ELLs in ELA, Math and other content areas during our Extended Day Period on Tuesday and Wednesdays. Teachers collaborate in groups and meetings to better inform our inquiry-based learning curriculum. Speech, OT, PT, Wilson, Resource Room, the push-in and pull-out models for small group instruction are all available to students at MS 821. Bilingual services are offered in Spanish when available. Classroom, AIS and ESL teachers work with students in small differentiated groups. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, Mathematics, and all the content areas. Some of the strategies students work on are: decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps develop language acquisition and development. Students work on grammar/writing, organization, and word attack skills. Intervention programs such as AIS, extended time after school program provides school with high quality tutoring for student's who require the extra assistance. If students attend these programs offered by the school, they will improve performance on standardized tests. Through supporting students' academic success, work habits, college readiness, and development of technology skills, intervention programs will ignite students' passion for learning.

9. Students who achieve proficiency on the NYSESLAT continue to receive support in the form of Native Language literature in the classroom, Speech services (for those students who would benefit from it), as well as consistent communication between the ESL department and the classroom teachers to ensure that the students maintain all necessary supports. Students who test proficient on the NYSESLAT are also eligible to be seen by ESL service providers at-risk for 2 years following their proficient status. These students would continue to receive testing modifications for the 2 years following their proficient status. They are also encouraged to attend extended time after school program or any other academic intervention programs provided by the school. Ms. Pinos, the ESL coordinator will also monitor progress reports and report cards of these students to make sure they are successful in their transition. If student is struggling, teachers are informed that they must begin interventions to provide the support these students may need.

10. At ms 821 we have instituted an inquiry-based approach to our curricula and have been improving upon it for the past four years through whole-school collaborations and team learning. Our goal is to continue progress in the inquiry-based approach in order to give our students the opportunity to learn using higher order and critical thinking skills. We are using Teachers College created assessments which more appropriately assess our students with regard to the workshop model. We will take several specific actions to continue the improvement of the education of our English Language Learners in several ways. First we will continue ELL study groups and provide continuous ELL professional development to all the teachers. Teachers will be provided with opportunities to attend DOE and city professional development. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments. We will always ensure that we implement all components of the literacy block, the math block and ensure that content is supported by instructional materials. We will use current research based strategies to improve instruction as well as to monitor instructional planning for evidence of rigorous and challenging content. Ms 821 is dedicated to continue improvement in the areas of standards based student learning, inquiry and the use of data to inform curriculum planning and instruction. It is our goal to provide even more opportunities for interactive writing in the content area of English and to further explore the scholastic benefits of inquiry-based curricula. In order to continue the implementation of these goals, support required will be as follows: MS 821 staff will need to stay abreast of all current research pertaining to ELL's, also the creation of study groups will need to continue being formed in order to explore specific focuses aimed at ELL's. Research has indicated that small study groups are an effective method for new knowledge acquisition. At MS 821, we will continue offering small study groups to ensure that all teachers can reach their mandated 7.5 – 10 hours of professional development in ESL methodologies. This year the ESL coordinator will work closely with the parent coordinator to have monthly activities that can foster

## **A Programming and Scheduling Information**

## **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.
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## B. Programming and Scheduling Information--Continued

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**Courses Taught in Languages Other than English** ⓘ

**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

Math:

**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.

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3. Jose P. professional development is offered by CFN 102 as well as by our ESL Coordinator to all staff (including our parent coordinator) in need of the hours. At this time some teachers have completed this requirement. In addition, many of our content area teachers have and will be attending PD offered by the Office of English Language Learners. We are also sending teachers to Teacher College days around English Language Learners. We are having our Network Instructional Coach provide PD based on our student need. All of PD, whether outside the school or in, will have a certificate and agenda kept on file for our record. These activities will be based on our data and the need of our staff. In order to determine the specific professional development that we will conduct in winter and spring, we will use our Fall data and inquiry process to drive the need that we see among our staff in relation to our students.

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

### 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. The need to increase Parent Involvement is key to improving student outcomes. Parents need to be key stakeholders in their child's education. While we have a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We also need to continue to increase the engagement of more parents in school decision making process. Parents are key partners in their child's education. We must try continue to improve home school communication and engagement. Our goal is to engage more parents in decision-making, and promote active involvement in the school community. First and foremost, M.S. 821 staff wants to make sure every family is welcomed in their child's school. We encourage families to be better informed about education decisions relative to the development of the whole child, and most importantly, to have a better understanding of what their child is learning in the classroom, in the school and how this relates on a national level. Our school partnered with the Division of Family and Community Engagement, strives to ensure that all families are able to build bridges between the school, the home, the community and the Department's central offices. School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths and weaknesses. Our school's Parent Coordinator Ms. Evelyn Deliz, is the person responsible for engaging parents and answering their questions or concerns. She works closely with our school principal and administration, school staff, school leadership teams, parent associations, community groups, and parent advisory councils to serve families. Translation is provided to all parents as needed. Our Principal, Parent Coordinator, ESL Coordinator, Office Staff and many of our classroom teachers are bilingual. When speaking with parents we usually speak with them in their native language. In addition, we have a few teachers that assist whenever translation is necessary for our Cantonese and Mandarin speaking parents. During Parent Teacher Conferences all teachers are provided with translators as needed.

2. We offer a variety of programs and services to parents of ELLs, special education, and general education students at M.S.821. There are English conversation classes for parents. This year we have partnered with a volunteer group called "We are New York". They are working with our parents for ten weeks. There are thirty parents registered for this program that will begin in Mid October. They will be teaching beginning level of English Proficiency through lessons based on life skills, social problems such as domestic violence, or medical issues. In January, our Parent Coordinator will begin our Nutrition workshops. The workshops are given by a nutritionist from Cornell University. Our parents will learn how to prepare healthy and delicious meals for their families. At the end of the program participants will receive a certificate of completion. Our parent coordinator always wraps up the school year with a trip to "El Repertorio Espanol". After the theater a group of five ELL volunteer parents are invited to dinner. This is always a great way to culminate our school year. Our annual Math/Science Family night and family Literacy Day also are great activities that help inform our parents about our student's curriculum and ways that they can get involve in helping their children. At M.S. 821 we make it a priority to support families by helping them find the resources they need in order to resolve problems. We partner with Center for Family Life, which is our CBO. The Center for Family Life is a family focused, neighborhood-based social service agency in our community of Sunset Park. They run our afterschool, summer, and in school arts programs. They also have parent programs that include a parent advisory council, community and Salsa dance classes, parent youth art events, family cultural outings, and volunteer support for annual productions performed for our community. Another partnership that the school has for many years is with Lutheran Medical Center and Center for Family Life. Both these organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special education and general education).

3. Parents feel comfortable with our parent coordinator as well as other school personnel that if they feel they have a need or concern them immediately seek for help. We then try to recommend the services that can best suit their need. We provide orientations to all families of our incoming students as well as host a back to school curriculum night. During that time we inform to our parents the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to get to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team. Presently our 8<sup>th</sup> grade parent representative is the parent of an ELL student.

4. Our parental involvement activities address the needs of the parents in many ways. First of all many of the activities such as ARIS training provided by our parent coordinator, High School information night, The ELL Parent Orientation night, The Special Education Information Night, all help create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and know what is happening in the school. It helps them feel part of the school community and helps us use our parents as a resource also. At M.S. 821 we make sure that families see how their input and support in the

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

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

**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?

8. At M.S. 821 we provide intervention for ELLs in ELA, Math and other content areas during our Extended Day Period on Tuesday and Wednesdays. Teachers collaborate in groups and meetings to better inform our inquiry-based learning curriculum. Speech, OT, PT, Wilson, Resource Room, the push-in and pull-out models for small group instruction are all available to students at MS 821. Bilingual services are offered in Spanish when available. Classroom, AIS and ESL teachers work with students in small differentiated groups. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, Mathematics, and all the content areas. Some of the strategies students work on are: decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps develop language acquisition and development.

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9. Students who achieve proficiency on the NYSESLAT continue to receive support in the form of Native Language literature in the classroom, Speech services (for those students who would benefit from it), as well as consistent communication between the ESL department and the classroom teachers to ensure that the students maintain all necessary supports. Students who test proficient on the NYSESLAT are also eligible to be seen by ESL service providers at-risk for 2 years following their proficient status. These students would continue to receive testing modifications for the 2 years following their proficient status. They are also encouraged to attend extended time after school program or any other academic intervention programs provided by the school. Ms. Pinos, the ESL coordinator will also monitor progress reports and report cards of these students to make sure they are successful in their transition. If student is struggling, teachers are informed that they must begin interventions to provide the support these students may need.

10. At ms 821 we have instituted an inquiry-based approach to our curricula and have been improving upon it for the past four years through whole-school collaborations and team learning. Our goal is to continue progress in the inquiry-based approach in order to give our students the opportunity to learn using higher order and critical thinking skills. We are using Teachers College created assessments which more appropriately assess our students with regard to the workshop model. We will take several specific actions to continue the improvement of the education of our English Language Learners in several ways. First we will continue ELL study groups and provide continuous ELL professional development to all the teachers. Teachers will be provided with opportunities to attend DOE and city professional development. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments. We will always ensure that we implement all components of the literacy block, the math block and ensure that content is supported by instructional materials. We will use current research based strategies to improve instruction as well as to monitor instructional planning for evidence of rigorous and challenging content. Ms 821 is dedicated to continue improvement in the areas of standards based student learning, inquiry and the use of data to inform curriculum planning and instruction. It is our goal to provide even more opportunities for interactive writing in the content area of English and to further explore the scholastic benefits of inquiry-based curricula. In order to continue the implementation of these goals, support required will be as follows: MS 821 staff will need to stay abreast of all current research pertaining to ELL's, also the creation of study groups will need to continue being formed in order to explore specific focuses aimed at ELL's. Research has indicated that small study groups are an effective method for new knowledge acquisition. At MS 821, we will continue offering small study groups to ensure that all teachers can reach their mandated 7.5 – 10 hours of professional development in ESL methodologies. This year the ESL coordinator will work closely with the parent coordinator to have monthly activities that can foster and develop more parental involvement. We will also try to have a monthly Family Reading Day where parents are invited to come into our classrooms to read with their children.

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8. At M.S. 821 we provide intervention for ELLs in ELA, Math and other content areas during our Extended Day Period on Tuesday and Wednesdays. Teachers collaborate in groups and meetings to better inform our inquiry-based learning curriculum. Speech, OT, PT, Wilson, Resource Room, the push-in and pull-out models for small group instruction are all available to students at MS 821. Bilingual services are offered in Spanish when available. Classroom, AIS and ESL teachers work with students in small differentiated groups. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. AIS teachers provide English and Spanish intervention for students who need additional support in ELA, Mathematics, and all the content areas. Some of the strategies students work on are: decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps develop language acquisition and development. Students work on grammar/writing, organization, and word attack skills. Intervention programs such as AIS, extended time after school program provides school with high quality tutoring for student's who require the extra assistance. If students attend these programs offered by the school, they will improve performance on standardized tests. Through supporting students' academic success, work habits, college readiness, and development of technology skills, intervention programs will ignite students' passion for learning.

9. Students who achieve proficiency on the NYSESLAT continue to receive support in the form of Native Language literature in the classroom, Speech services (for those students who would benefit from it), as well as consistent communication between the ESL department and the classroom teachers to ensure that the students maintain all necessary supports. Students who test proficient on the NYSESLAT are also eligible to be seen by ESL service providers at-risk for 2 years following their proficient status. These students would continue to receive testing modifications for the 2 years following their proficient status. They are also encouraged to attend extended time after school program or any other academic intervention programs provided by the school. Ms. Pinos, the ESL coordinator will also monitor progress reports and report cards of these students to make sure they are successful in their transition. If student is struggling, teachers are informed that they must begin interventions to provide the support these students may need.

10. At ms 821 we have instituted an inquiry-based approach to our curricula and have been improving upon it for the past four years through whole-school collaborations and team learning. Our goal is to continue progress in the inquiry-based approach in order to give our students the opportunity to learn using higher order and critical thinking skills. We are using Teachers College created assessments which more appropriately assess our students with regard to the workshop model. We will take several specific actions to continue the improvement of the education of our English Language Learners in several ways. First we will continue ELL study groups and provide continuous ELL professional development to all the teachers. Teachers will be provided with opportunities to attend DOE and city professional development. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments. We will always ensure that we implement all components of the literacy block, the math block and ensure that content is supported by instructional materials. We will use current research based strategies to improve instruction as well as to monitor instructional planning for evidence of rigorous and challenging content. Ms 821 is dedicated to continue improvement in the areas of standards based student learning, inquiry and the use of data to inform curriculum planning and instruction. It is our goal to provide even more opportunities for interactive writing in the content area of English and to further explore the scholastic benefits of inquiry-based curricula. In order to continue the implementation of these goals, support required will be as follows: MS 821 staff will need to stay abreast of all current research pertaining to ELL's, also the creation of study groups will need to continue being formed in order to explore specific focuses aimed at ELL's. Research has indicated that small study groups are an effective method for new knowledge acquisition. At MS 821, we will continue offering small study groups to ensure that all teachers can reach their mandated 7.5 – 10 hours of professional development in ESL methodologies. This year the ESL coordinator will work closely with the parent coordinator to have monthly activities that can foster and develop more parental involvement. We will also try to have a monthly Family Reading Day where parents are invited to come into our classrooms to read with their children.

## 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.

MS 821 is a school that addresses the educational and social/emotional need of all children, including those with learning disabilities or English language learners. School staff maintains high expectations for all its learners, carefully monitors student progress in frequent intervals and makes instructional decisions for individual students based on current data. The school identifies and serves students who are “at risk” before they experience frustration and failure. As educators we firmly believe that all students have an equal opportunity to obtain a quality education. We teach our students that everyone is unique and has something to contribute that enriches all of our lives. Our teachers at M.S. 821 respect and recognize the importance of language and culture and are fully committed to preparing our students to become responsible citizens of the world ready to face the many challenges.

## 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.

1. The ELL Network Instructional Specialist, math and literacy coaches provide ongoing and comprehensive professional development support to teachers. The ELA teachers as well as the ESL teacher attend the Teacher’s College Reading and Writing Project Calendar Days at Columbia University. All teachers are familiar with the ESL and content area standards. The general education teachers have completed the 7 ½ hours of training in ESL methodologies and we provide this training for all the new general education teachers. All teachers as well as general education teachers are encouraged to participate in NYC Department of Education conferences and professional development to support linguistic and academic achievement for ELL’s. All teachers in both general education as well as special education are provided with common grade level meetings for professional development and curriculum planning in literacy, math, science, and social studies. To ensure that all teachers teaching ELLs are familiar with second language strategies we provide targeted professional development on both the theory and practice of second language acquisition. Professional development is provided through weekly grade meetings, staff conferences, one to one modeling and use of Lab site classrooms. We have coaches and teacher leaders that provide professional development to all staff. Our ESL Coordinator/Coach provides specific professional development to content area teachers. A strong initiative would include: bringing together all teachers, school personnel, and administrators for a couple of hours once a month to discuss effective practices for working with ELL students. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. Inter-visitations across content areas are highly encouraged and are a great way to observe ELL students in different learning settings. All school staff is encouraged to attend any professional development given by Office of English Language Learner’s or United Federation of Teachers which offer a series of professional development initiatives that are aligned to academic standards, curriculum, and assessment and that include all partners to discuss issues related to second language development and the acculturation process. Teachers also participate in Teacher’s College, Wilson Training, RIGOR, MY Access, and other professional Development opportunities throughout the year. All teachers are part of an inquiry team that meets weekly to look at student work and share instructional strategies. We also offer an after school study group on identifying scaffolds, language structures and functions for the reading and writing units of study. We are participating in ESL professional development through our Network Instructional Coach based on need we see through data. This professional development will be planned alongside our Literacy professional development to target our teachers of ELLs. The PD that we create for our staff in conjunction with TC and with our Network coach will target the needs of our administration, paras, general education and special education teachers. This year one of the professional development PD’s that will be offered that will benefit all staff members including service providers such as: OT, Speech therapist, school psychologist, SBST members, as well as our administrative secretaries will be on the referral process of ELL

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2. Teachers assist ELLs as they transition in various ways. In May, teachers prepare articulation notes and students visit the grade they are moving up to, they have the opportunity to talk to teachers and students in the grade and are told of the expectations. Grade 8 teachers visit high schools with their students and our Guidance Counselor assists in transitioning to high school through workshops and one to one counseling for both parents and students. Our school offers a high school information night for parents to help guide them through the application process and answer any questions or concerns they may have. The ESL coordinator/teacher Ms. Pinos is there during the information night to provide parents with any assistance or answer any questions they may have about ESL programs in high schools of their choice. Parent Coordinator Ms. Deliz assist parents filling out HS applications and answering any questions they may have. For students who have an IEP and are also ELL's there is a meeting for parents given by the Special Education department in conjunction with other teachers to answer any questions they may have in regards to the transition process as well as assisting them with help filling out HS application.

3. Jose P. professional development is offered by CFN 102 as well as by our ESL Coordinator to all staff (including our parent coordinator) in need of the hours. At this time some teachers have completed this requirement. In addition, many of our content area teachers have and will be attending PD offered by the Office of English Language Learners. We are also sending teachers to Teacher College days around English Language Learners. We are having our Network Instructional Coach provide PD based on our student need. All of PD, whether outside the school or in, will have a certificate and agenda kept on file for our record. These activities will be based on our data and the need of our staff. In order to determine the specific professional development that we will conduct in winter and spring, we will use our Fall data and inquiry process to drive the need that we see among our staff in relation to our students.

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## E. Parental Involvement

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

1. The need to increase Parent Involvement is key to improving student outcomes. Parents need to be key stakeholders in their child's education. While we have a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We also need to continue to increase the engagement of more parents in school decision making process. Parents are key partners in their child's education. We must try continue to improve home school communication and engagement. Our goal is to engage more parents in decision-making, and promote active involvement in the school community. First and foremost, M.S. 821 staff wants to make sure every family is welcomed in their child's school. We encourage families to be better informed about education decisions relative to the development of the whole child, and most importantly, to have a better understanding of what their child is learning in the classroom, in the school and how this relates on a national level. Our school partnered with the Division of Family and Community Engagement, strives to ensure that all families are able to build bridges between the school, the home, the community and the Department's central offices. School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths and weaknesses. Our school's Parent Coordinator Ms. Evelyn Deliz, is the person responsible for engaging parents and answering their questions or concerns. She works closely with our school principal and administration, school staff, school leadership teams, parent associations, community groups, and parent advisory councils to serve families. Translation is provided to all parents as needed. Our Principal, Parent Coordinator, ESL Coordinator, Office Staff and many of our classroom teachers are bilingual. When speaking with parents we usually speak with them in their native language. In addition, we have a few teachers that assist whenever translation is necessary for our Cantonese and Mandarin speaking parents. During Parent Teacher Conferences all teachers are provided with translators as needed.

2. We offer a variety of programs and services to parents of ELLs, special education, and general education students at M.S.821. There are English conversation classes for parents. This year we have partnered with a volunteer group called "We are New York". They are working with our parents for ten weeks. There are thirty parents registered for this program that will begin in Mid October. They will be teaching beginning level of English Proficiency through lessons based on life skills, social problems such as domestic violence, or medical issues. In January, our Parent Coordinator will begin our Nutrition workshops. The workshops are given by a nutritionist from Cornell University. Our parents will learn how to prepare healthy and delicious meals for their families. At the end of the program participants will receive a certificate of completion. Our parent coordinator always wraps up the school year with a trip to "El Repertorio Espanol". After the theater a group of five ELL volunteer parents are invited to dinner. This is always a great way to culminate our school year. Our annual Math/Science Family night and family Literacy Day also are great activities that help inform our parents about our student's curriculum and ways that they can get involve in helping their children. At M.S. 821 we make it a priority to support families by helping them find the resources they need in order to resolve problems. We partner with Center for Family Life, which is our CBO. The Center for Family Life is a family focused, neighborhood-based social service agency in our community of Sunset Park. They run our afterschool, summer, and in school arts programs. They also have parent programs that include a parent advisory council, community and Salsa dance classes, parent youth art events, family cultural outings, and volunteer support for annual productions performed for our community. Another partnership that the school has for many years is with Lutheran Medical Center and Center for Family Life. Both these organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special education and general education).

3. Parents feel comfortable with our parent coordinator as well as other school personnel that if they feel they have a need or concern them immediately seek for help. We then try to recommend the services that can best suit their need. We provide orientations to all families of our incoming students as well as host a back to school curriculum night. During that time we inform to our parents the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to get to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team. Presently our 8<sup>th</sup> grade parent representative is the parent of an ELL student.

4. Our parental involvement activities address the needs of the parents in many ways. First of all many of the activities such as ARIS training provided by our parent coordinator, High School information night, The ELL Parent Orientation night, The Special Education Information Night, all help create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and know what is happening in the school. It helps them feel part of the school community and helps us use our parents as a resource also. At M.S. 821 we make sure that families see how their input and support in the

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	5	2					7
Intermediate(I)							5	7	4					16
Advanced (A)							20	8	7					35
Total	0	0	0	0	0	0	25	20	13	0	0	0	0	58

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	3	0				
	A							13	13	9				
	P							11	4	4				
READING/ WRITING	B							0	4	2				
	I							5	7	4				
	A							16	9	6				
	P							3	4	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	10	3	0	24
7	12	4	0	0	16
8	1	4	0	0	5
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	10		10		3		2		25
7	4		9		5		0		18
8	6		6		1		0		13
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
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:
  - 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 are a Teachers College school and follow the assessment as per Teachers College for literacy. We have seen that there is a trend with our students reading below benchmark that they need explicit instruction in decoding and encoding so we have decided to implement Wilson as an intervention for this group. Performance-based assessments are based on classroom instruction and everyday tasks. You can use performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios. These assessments include both processes (e.g., several drafts of a writing sample) and products (e.g., team projects). Teachers use scoring rubrics or observation checklists to evaluate and grade students. These assessment tools can help document ELLs' growth over a period of time. Teacher's complete a language and academic assessment form on a monthly basis to learn about the overall academic and English proficiency progress of ELLs. The results are later informed to parents and shared with content area teachers or any staff member assisting the specific ELL student. The ESL coordinatro has worked closely with content are teachers to share other assessment (and instructional) activities that are geared to for our ELLs' current level of English proficiency. Performance-based assessment activities can concentrate on oral communication and/or reading. Here are examples of commonly-used activity types designed for assessing speaking or reading that are used in many of our ELL classrooms: Reading with partners ,retelling stories , role playing, giving descriptions or instructions using visual or written prompts, oral reporting to the whole class, telling a story by using a sequence of three or more pictures, completing dialogue or conversation through written prompts, debating, either one-on-one or taking turns in small groups, brainstorming, or completing incomplete stories.

2. The data patterns that we are seeing with the NYSESAT scores are that are students are scoring stronger in Listening and Speaking than in Reading and Writing. 93% of our students are scoring Proficient versus 72% of Reading and Writing Proficient scores. This follows the pattern that we are also seeing on the Extension of Services where the majority of our students are being extended due to their lowest modality being in writing.

3. This pattern shows us that we need to put special consideration into the writing curriculum, instructional delivery, scaffolds, and small group work that we are delivering to our ELLs. Therefore we are planning on working closely with our TC Staff Developer to help us to analyze the item skill analysis from the ELA, as well as the data from the On-Demand writing, to drive instruction. We are also looking at intervention writing curriculum that we can implement in small groups. Specific staff members involved will vary according to the changing stakeholders. For instance, our ESL teacher will be involved, but the teachers will shift depending on who is teaching this student. Our literacy and math coaches will be involved as needed as well.

4a. ELLs are scoring mainly 1's and 2's in English Language Arts exams, 77% of ELLs scored a level 1 or 2 on the ELA. 0% scored a 4. In the Math exam, 83% of our ELLs scored a 1 or 2. At this point in the Spring, we did not have anyone take any tests in the Native Language so it is hard for us to compare this data.

## 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.

MS 821 is a school that addresses the educational and social/emotional need of all children, including those with learning disabilities or English language learners. School staff maintains high expectations for all its learners, carefully monitors student progress in frequent intervals and makes instructional decisions for individual students based on current data. The school identifies and serves students who are “at risk” before they experience frustration and failure. As educators we firmly believe that all students have an equal opportunity to obtain a quality education. We teach our students that everyone is unique and has something to contribute that enriches all of our lives. Our teachers at M.S. 821 respect and recognize the importance of language and culture and are fully committed to preparing our students to become responsible citizens of the world ready to face the many challenges.

## Part VI: LAP Assurances

School Name: <u>821</u>		School DBN: <u>15K</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lola Padin	Principal		10/26/11
Elaine Pinckney	Assistant Principal		10/26/11
Evelyn Deliz	Parent Coordinator		10/26/11
Myrna J. Pinos	ESL Teacher		10/26/11
Emma Pelaez-Velazquez/PTA	Parent		10/26/11
Frank Gutierrez/UFT	Teacher/Subject Area		10/26/11
Nick Fortier/Special Education	Teacher/Subject Area		10/26/11
Marijo Thompson/ELA	Coach		10/26/11
Yuderkis Hernandez	Coach		10/26/11
Sherri Tabb	Guidance Counselor		10/26/11
Alison Sheehan	Network Leader		10/26/11
Marissa Lieberman	Other <u>Speech Provider</u>		10/26/11
Olga Gonzalez	Other <u>Parent</u>		10/26/11
	Other		10/26/01
	Other		10/26/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 15k      School Name: Sunset Park Prep-M.S.821**

**Cluster: 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**

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

The data used to assess written translation and oral interpretation needs are the school report card, School Leadership Team survey, PTA meetings and Parent-Teacher Conference. In September, parent surveys are sent home asking for information on how to best communicate (form: phone calls, written, e-mail, and language of preference) with families in our school community. The entire school population is informed of the eight most common primary languages which the Department of Education provides information for registration, health forms, conduct & discipline code, lunch forms, special education and related services, safety and academic programs. This information is provided both in written translation (English and Spanish) to our school community. Our office personnel utilize the information acquired from the family surveys and HLIS to update the ATS, emergency cards and other school records. In addition, with every announcement, informative bulletin or invitation to a school event is sent both in English and in Spanish with a statement in the eight major languages indicating to please contact the office if the document needs to be translated into another language. The parent coordinator immediately calls the interpretation number so that an immediate telephone translation is provided to the family who requests it.

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.

During monthly faculty meetings, specifically early in the school year, we share the major findings regarding the language interpretation and translation needs of our school families. We provide written translation of school events, announcements, classroom newsletters, meetings, open houses, trips, and general school goals for the year. The findings indicate that there is a need for written translation and oral interpretation in the following languages: Spanish and Chinese.

## Part B: Strategies and Activities

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

All notices including but not limited to the Parents Bill of Rights, Safety Plan Procedures, Title I Parent Compact and important Chancellor's Regulations are sent home in 3 languages, English, Chinese and Spanish. In order to keep all families informed of the school events, the following information is sent to parents on a monthly basis in English and Spanish: Curriculum Letters to inform parents about what their child will be learning each month, school newsletters, monthly calendars, school notices, parent handbook, school website, flyers, etc. These written translations are provided by in-house staff such as: pupil secretary, parent coordinator, or teachers. If needed, we seek people from the DOE translation unit to support us.

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.

In order to keep all our parents informed the following oral interpretation services are provided by school personnel or translation services for many parent events or meetings. During Parent Association meetings a person will be available to translate (English/Spanish) for parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Parent volunteers are also available to support parents in need of translation services. We have many staff members who are bilingual (Spanish) as well as the ELL Coordinator, Parent Coordinator and school principal: who are available to translate when needed. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate, if necessary, their language and identify it for over-the-phone interpretation services of any of the languages on the language Card.

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>.

At MS 821 all documents are translated as needed by our school staff: parent coordinator, teachers, secretary and bilingual parent volunteers who translate letters and assist monolingual teachers during parent teacher conferences. In addition we provide translators for all parent workshops, PTA meetings and annual curriculum/orientation night.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: M.S. 821	DBN: 15
Cluster Leader: Corinne rellò Anselmi	Network Leader: Alison Sheehan
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Sunset Park Prep-M.S. 821 has developed a program that will promote higher achievement among our English Language Learners. The ELL Enrichment through Art program will meet every Thursday beginning on February 2, 2012 and extend until May 10, 2012. They will meet from 3:00 to 5:00 pm.

The certified ESL Teacher and one dual licenced teacher in general and special education , will work in collaboration with the Fine Arts teacher to teach the 25 ELL students. This program will be co-taught during whole group instruction with each teacher having a role depending on their area of speciality. Then the whole-group will be divided into two small groups. Art Teacher will rotate to check students progress and understanding of art material. The other two teachers will assess students writing and comprehension skills during activities in group work. The Fine Arts teacher will instruct all students using whole class instruction to provide background on aart peieces being studied in that session. The ESL teacher will introduce the students with the new vocabulary that will be acquired in the lesson. The general/Special education teacher will be able to assist in differentiating activities for students in accordance to IEP or needs. Students will then separate into small groups once the Fine Arts teacher has completed her lesson. Students will work in two separate groups inorder for students to benefit from the small group attention. Groups are at heterogeneous grade levels but at homogeneous level of english proficiency.

This ELL Enrichment through Art program will serve as a support in language acquisition. Emphasis is based upon using Art as a way to express themselves in all modalities (listening, speaking, reading, and writing) required to be proficient in english. Students will be exposed to fine arts so they can be able to express their own interpretation of the art piece. The primary focus of the Title III: ELL Enrichment through Art program is to develop English literacy skills by increasing academic language and proficiency and also expanding on the themes and topics that are being developed in the classrooms. The teachers use instructional scaffolding incorporating the eight comprehensive strategies for ELLs. To ensure that this program supports the instruction in the classroom, articulation between the after school personnel and the classroom teachers is an essential component of this program.

The ELL Enrichment through Art program takes students on field trips as a way of informal learning. Some trips will include walk through the community, museums, art galleries, and art studios (Elizabeth Foundation for the Arts Studio). Students will also have the opportunity to interview a guest artist which they have studied. These are all great ways of providing interdisciplinary links between the classroom, surrounding community, and exposure to the arts. Activities span from the classroom to real-world situations. This is an excellent way to connect teaching and learning. It helps our ELLs make connections and take advantage of our community's resources while developing literacy skills. Students

### Part B: Direct Instruction Supplemental Program Information

will also use technology through the use of cameras and computers to capture pictures of objects that provoke their interests. Students will develop their writing skills and expand their vocabulary by describing in writing, discussions, or by creating individual art work pieces as a form of reflection. This will motivate and increase instructional levels. This program offer differentiated instruction for students across the stages of language acquisition. This allows the teacher to individualize more instruction and meet the needs of these students.

The ELL Enrichment through Art Program is designed as described below:

I. One ESL licenced teacher, one Fine Arts teacher (which is also a practicing artist with a studio at the Elizabeth Foundation for the Arts), and one general and special education licenced (1-6) math teacher will provide instruction to twenty-five ELL students in grades 6-8.

II. The session will begin on February 2, 2012 and extend until May 10, 2012.

III. Sessions will take place on Thursday from 3:00 p.m. to 5:00p.m.

### Part C: Professional Development

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

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

Begin description here: The idea of implementing study groups as a way of professional development is an excellent way of demonstrating collaboration among teachers of ELL students at M.S. 821. As life time learners, we believe and have noticed that when explaining something you've learned to a friend, you begin to understand it better yourself. This happens because, when you explain an idea, you need to think more deeply about it. Studying with others in a small group is helpful because you can think out loud, share ideas, and most importantly learn from one another.

In this study group, educators participating read the latest books, articles or other related materials that discuss effective teaching strategies we can implement when teaching our ELL students. During this time participants discuss readings, explain concepts, argue about them, figure out why one person's answer differs from another's — and in the process, learn more than just attending a professional development class or reading the material independently.

The ELL Educator Study group will meet every Friday at 8:00 to 8:37 am beginning February 3, 2012 and ending on March 8, 2012. Participants in this group are primarily teachers of ELLs in 6-8th grade and ESL and IEP Coordinators lead this study group. All teachers are invited but currently there are three ELA teachers and three math teachers who are interested in joining the study group to develop their skills in

### Part C: Professional Development

teaching English Language Learners.

Materials:

English Learners Academic Literacy and Thinking: Learning in the Challenge Zone –Pauline Gibbons

Date:

Topic:

February 3, 2012

English Learners, Academic Literacy, and Thinking: Defining the Issues

February 10, 2012

Literacy in the Curriculum: Challenges for ELLs

February 17, 2012

Building Bridges to Text: Support Academic Reading and examples

March 1, 2012

Scaffolding ELLs to be successful Writers

March 8, 2012

Planning for a high-Challenge, High- Support Classroom: Setting up ELLs for Success

### Part D: Parental Engagement Activities

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

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

Begin description here: There are many activities that are implemented to increase parental involvement of all our parents including our ELLs and to thereby increase participation. The first step is to create a school environment that is warm, caring, inviting, and receptive to parents. Communication is a key to a welcoming school climate. Communication is promoted through our parent coordinator by sending out bilingual flyers, and scheduling monthly meetings and workshops. These opportunities support family school relations that build social networks. These activities help establish and maintain a supportive home learning environment.

Activity: Parent Book Club

Parents will be invited to participate once a month to meet for an hour to read different texts based on a theme and then discuss with whole groups what they read or learned. This is a great way to expose our parents to different texts around one main theme. This book club can promote reading and parents as reading partners.

Provided by: ELL Coordinator and teacher Volunteers

Parents: Approximately 15-20 families

**Part D: Parental Engagement Activities**

Duration: February to May 2012

Dates and Time:

February 7, 2012	5:00 to 6:00 pm	Immigration
March 7, 2012	5:00 to 6:00 pm	Health and Nutrition
April 28, 2012	10:00am to 12:00pm	Behaviors and Emotions
May 9, 2012	5:00 to 6:00 pm	Title III ELL Literacy through the Art Gallery

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		