Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : SIMON BARUCH MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M104

PRINCIPAL: ROSEMARIE GAETANI EMAIL: RGAETAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Rosemarie Gaetani	*Principal or Designee	
David Thompson	*UFT Chapter Leader or Designee	
Michelle Tognozzi Elissa Stein	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rocco Macri	Member/CSA	
Megan Gleason	Member/UFT	
Richard Schulson	Member/Parent	
Heather Church	Member/Parent	
Fred Rottman	Member/Parent	
Marybeth Giraci	Member/UFT	
	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.

To improve students' writing ability with a task aligned to CCSS
By May 2012, 70% of students will achieve a "meets standard" rating according to the school's common core aligned rubric on a 3 paragraph essay supporting an argument.

Comprehensive needs assessment

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

The factors that led to the selection of the writing goal were: the NYC requirement of a school wide task aligned with CCSS, the NYS ELA scores where the overall school level of proficiency decreased by 2 percentage points, (from 59% to 57%) and teacher observation of student work where writing appears to be a weakness on different levels for all students. Extra support needs to be provided for the 33% that are performing below grade level.

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.

a) Balanced literacy model for all students, Universal Design for Learning strategies, graphic organizers to support writing, literacy strategy of the week in all classrooms, monthly writing requirement for all students, small group intervention, extended day program for at-risk students two days per week, Saturday Academy (8 sessions) to support students with grade level review. Online book groups have been added for the school's most proficient readers to support reading/writing enrichment, after school program for ELLs.

b) Network instructional specialist to train teacher leaders, AIS team and learning specialists in November. Teacher leaders to train all staff in December. Four AIS teachers to conduct small group interventions for selected students (3 full time, one part time), Principal's weekly newsletter to support use of literacy strategies, literacy consultant to conduct weekly grade meetings for ELA teachers and Learning Specialists, Network provided ELL coach for 6 week cycle

c) The school has an SBO to use Tuesday morning extended day time for Data Inquiry. That time has been used to use a LASW protocol, review student data and revise and reevaluate strategies and interventions. Teachers are also revising the school's writing rubric to reflect CCSS working with the Assistant Principal for ELA after school. ELA teachers and learning specialists meet monthly to review performance indicators and discuss methods of data collection.
Reading specialists (2) Read 180 teacher and a 2 day per week AIS literacy teacher to support at-risk students.
Additional technology has been added to support students who need this tool to support writing.

d) **September 2011**- LASW protocol implementation
September 2011- AUSSIE consultant holds weekly meetings with teachers to align curriculum, rubrics and evaluate results of student work.
September 2011- Principal's newsletter directing literacy strategy of the week and monthly writing requirements with teacher support strategies and resources
October –November 2011- alignment of writing rubric to CCSS
November 2011- Network trains teachers leaders, AIS team and learning specialists on Universal Design for Learning (21 teachers)
November 2011- start 6 week cycle to train selected staff on ELL strategies

December 2011- Teacher leaders train staff on UDL at December faculty conference
December –February 2011 – Implementation of task
February-March- Collect data from student work for revisions
March-April – Saturday test prep academy
February –May- Ell after school support in reading/writing

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.
- Parent Workshop conducted by Ramapo for Children Spring 2012 highlights effective strategies for dealing with adolescents and supporting their success in school
- Presentation at March-April PTA meeting about upcoming ELA test and how parents can help students prepare
- Translation into Chinese and Spanish of all meeting flyers
- Notice of meetings sent out on a list-serve by the PTA.
- Meet the Teacher Night- Fall 2011- teachers present an overview of each grade/content curriculum and grading policies for parents
- Curriculum Night – for all parents to interact with teachers and activities related to school curriculum- Spring 2012
- Orientation Breakfast for incoming parents- June 2012- Presentation by school and PTA of the school's mission and work to support students in all subjects. Reading lists are distributed for summer work.

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 core teachers and learning specialists have 90 minutes of common planning time weekly. There are grade level planning meetings each week attended by the AUSSIE consultant for literacy who supports planning, use of instructional strategies and provide resources.
Departmental meetings also address CCSS tasks and assessments. We also use some monthly faculty conferences to support this work. The school has two teacher liaisons that attend network supported PD in looking at student work aligned to CCSS. The network has also provided training in UDL for our teacher leaders and learning specialists who will turn key for the staff in December.

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.

Advisory classes are scheduled once per week to support students with study skills, resolving conflicts and other adolescent issues that may prevent success in school. There is a school wide mentoring program where teachers volunteer to mentor students that are determined to be at–risk. The mentors and mentees meet monthly and engage in a collaborative activity. Mentors check in with mentees periodically to make sure they stay on track.

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.
- **AUSSIE Consultant** – literacy/ 1 day per week Title I
- **Teacher leaders (**3 & 1 in training) per session- FSF

- **Principal coach/Leadership Academy-** Title I
- **Reading specialists (2)- Title I**
- **F-status AIS literacy teacher 2 days per week- Title I**
- **Per session for Saturday Academy (8 sessions) Title I**
- **Parent Involvement Allocation- Title I**
- **After school ELL sessions- Title III**
- **Saturday Academy test prep- Title I**
- **Additional technology- Reso A grant- $150,000**

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.

To improve students' ability to use an analytical process to solve mathematical problems. Students will solve a problem on each grade level aligned with CCSS (Ratio and Proportion in grade 6 and 7 and Expressions and Equations in grade 8) requiring a narrative description of the mathematical processes used. 70% of students will achieve a "meeting standards" on the tasks according to the school designed 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.

104's percentage of students at proficiency level in math was 8 points higher in 2011 that it was the prior year. (76.4%) While the item analysis shows specific concepts that need attention, the strong overall performance allows the school to focus on common core expectations and improving mathematical literacy. As always, the school needs to address the needs of the students who are performing below grade level with extra support (24.6%).

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.

a) Workshop model in mathematics using CMP curriculum that fosters student engagement and collaboration. Students share solution strategies and are encouraged to use divergent thinking in a problem solving approach. Differentiation of tasks as indicated by data to promote student mastery as well as re-teaching concepts are strategies to reach at-risk math students. Students are required to explain their solution strategies in an accountable talk format and then in writing via their math journals. Math vocabulary is highlighted. Students scoring at Levels 1 & 2 are asked to attend morning extended day sessions twice a week. A computer assisted program, *Orchard Performance Series*, has been purchased to supplement the morning program remedial work as well

as individualized needs during regular instructional periods. Universal Design for Learning strategies will be used to support at-risk students in meeting the new rigorous standards of CCSS. Teachers are using a LASW protocol weekly to plan instruction where math student work is discussed on a rotational basis with literacy. Math Club afterschool offers enrichment for interested students one day per week. Club will highlight rigorous application problems aligned with CCSS. Saturday Academy for students is planned in the spring to support students for 8 sessions with grade level review. Technology access has been increased by adding additional lap top carts on each floor to provide students with increased access to computer assisted skill building programs.

b) Assistant Principal- Math FSF
AUSSIE consultant for math- Title I
F-status math coach- 1 day per week Title I
Training of a teacher leader for math- per session FSF
Network instructional team supports UDL and LASW
Teachers meet in teams each week to look at student work and plan next instructional steps and evaluate assessment tools

c) Math teachers and learning specialists meet as a department monthly to look at performance indicators and discuss data assessment strategies. Teachers also meet on Tuesday mornings to review data and student work.

d) Meeting with AUSSIE math consultant and Assistant principal for math to review grade level problems for alignment with CCSS- Sept-October
Selection of one task per grade aligned with CCSS- October-November
Review of rubric aligned to CCSS
Training of staff on Universal Design for Learning –November-December
Implementation of tasks- December-March 2012
Review of data- March- April 2012

Strategies to increase parental involvement

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

Math coach will present a parent workshop during the spring term on the CCSS and strategies to support students in math

Ramapo for Children will present a parent workshop on strategies to support adolescents for success in middle school
School staff conducts a workshop on the NYS standardized test and CCSS at a spring PTA meeting.
PTA sends weekly e-mail blasts to inform parents of upcoming meetings
All notices are translated into Chinese and Spanish
Meet the Teacher Night – Fall 2011
Curriculum Family Night- Spring 2012
Orientation Breakfast- June 2012

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.
- AUSSIE math consultant meets with math teachers on grade level one time per week to plan instruction and align tasks and assessments to CCSS.
- Math coach meets with selected teachers one day per week to assist in planning instruction for all students and to support student engagement.
- Monthly math department meetings review performance indicators/data and effective teaching strategies.

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. Assistant Principal for Math - FSF AUSSIE math coach- one day per week Title I F-status Math Coach- one day per week Parent Involvement allocation – Title I After school math club- per session FSF Math journals OTPS Title I Per session for Saturday Academy (8 sessions) Title I Additional lap top carts for each floor of the school – Reso A grant - $150,000

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 teacher effectiveness and student skill acquisition by engaging in cycles of mini observations of teachers using a research based framework.
Supervisors will conduct 4 cycles of mini observations using Charlotte Danielson's domains as a framework. Each teacher will receive up to 4 observations with reference to the Danielson elements as suggestions for improvement for formative and supportive purposes.

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.

In order to become increase teacher effectiveness and prepare for the implementation of a statewide research based evaluation system, teachers will receive feedback after short observations.

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.

a) Using the Danielson framework, teachers will receive feedback on their ability to provide supports for students of special needs and ELL students as well as other domains of the framework.
b). Administrative staff will conduct the observations. Teachscape tools and templates will be used as well as I-Pads in order to give prompt feedback.
The framework was discussed and given to teachers at the September faculty conference. Teachers also formed professional goals using the framework.
Review of teacher data binders will monitor student skill acquisition – January, May 2012

Strategies to increase parental involvement

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

The SLT was apprised of the use of the framework and the short observation cycles.

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.

Discussion of at faculty conference- Distribution to all teachers of Danielson Framework – September 2011
Observation and conferences with teachers include use of Danielson domains as a reference point- throughout the year
Teacher professional goals aligned with Danielson- October 2011- "check-ins" mid-year and June.
Attendance at AUSSIE workshop by supervisors to understand and apply the framework – November 2011.
Retreats for Teacher Leaders in developing skills to support teachers- (Leadership Academy coaching package for principals)- December, March, June
After school workshops for teachers (per session) to study and use the Danielson framework with videos of lessons –Spring 2012

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.

NYSTAL and FSF for the purchase of Teachscape Tools and Training.
Workshop in Using a Framework for Teacher Evaluation (no charge)
Teacher workshops on Danielson- per session Title I
Teacher Leader Retreats through Leadership Academy - 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.

To improve teacher effectiveness- all teachers will participate in weekly "Data Inquiry" meetings using the LAST (Looking At Student work) protocol to review tasks and student work as to its alignment to CCSS and progression of student skill acquisition.

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.

All students are required to complete one task in literacy and math aligned with CCSS. Since 104 has students with varying performance levels, the need for teachers to meet frequently to measure student performance and to plan next steps is crucial. Teachers need to become proficient in using a protocol as well as designing tasks and assessments reflective of CCSS.

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.
- Supervisor and teacher leader training in LAST as provided by the network instructional team- July and August.
- Teacher introduction to LAST protocol and practice with external work- September –October 2011
- Selection of students targeted for study –October-November 2011
- Two teacher liaisons attend network monthly meetings for support
- Teacher leaders facilitate teacher groups using protocol September –October 2011
- Designated team leaders that enter teams and resulting work on ARIS- November 2011
- Use of protocol to evaluate CCSS tasks- March -April 2012
- Student performance on CCSS tasks according to specific rubric will be monitored.- March-April 2012

Strategies to increase parental involvement

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

SLT has been apprised of the goal and a presentation to the general PTA by the principal was made in September.
Overall school wide patterns and progress on CCSS tasks are discussed with SLT and presented at PTA meeting –Spring 2012

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The staff has voted to devote Tuesday mornings from 7:50 a.m. to 8:40 a.m. to Data Inquiry and Looking At Student Work.
- Core teachers have 90 minutes of common planning time each week where they plan together and review performance levels.

- Faculty conferences support teacher use of protocol and teachers' ability to plan next steps and use interventions for students not meeting grade standard
- Two teacher liaisons supported by network monthly PD sessions

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.

_ Teacher Leader per session – FSF
_ ARRA RTTT Data Specialist
_ ARRA RTTT Citywide Inst, Exp (for team leaders)

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.

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.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	77	19	15	9	2			
7	50	14	11	9	4			
8	96	21	6	17	20			
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**Read 180** – computer assisted reading intervention program that is standards based. Students are assessed and instruction is aligned and leveled for individual students. This intervention is provided during the school day in a reduced class size model and during the morning extended day program in a small group. **Reading Intervention- 2 teachers-** instruction provided by a reading specialist and an ELA teacher in reduced class size models. Students are assessed for specific reading and writing skills and provided with direct instruction. Balanced literacy strategies such as read-aloud, shared reading and guided reading as well as writing workshop are used. Instruction is provided during the day as well as the early morning extended day program. **Reading Intervention (small group)-**This is provided to groups of 4-5 students twice a week for intensive work in remediation of reading and writing skills. Vocabulary development, structural analysis, fluency and basic writing skills are addressed on an individual basis. **Saturday Academy-** intensive 8 week program focuses on test prep strategies on Saturdays for 90 minute sessions. **Extended Day-** Students who scored Level 1 or 2 on the ELA test have been mandated to attend 50 minute small group sessions in the morning before school 2 days per week.
Mathematics	**Orchard Performance Series-** computer assisted intervention program for math used in the extended day program and during the regular class session at the teacher's discretion. Assesses students' performance levels and provides practice until mastery is achieved. **Saturday Academy-** intensive 8 week program focuses on test prep strategies on Saturdays for 90 minutes sessions. **Extended Day-** Students who scored Level 1 or 2 on the Math test have been mandated to attend 50 minute small group sessions in the morning before school 2 days per week.
Science	**Extended Day-** Students who are struggling in science as the first marking period draws to a close are invited to attend the morning program in small groups for 50 minutes two days per week.

Social Studies	**Extended Day-** Students who are struggling in science as the first marking period draws to a close are invited to attend the morning program in small groups for 50 minutes two days per week.
At-risk Services provided by the Guidance Counselor	**Support group counseling-** these sessions are conducted during the school day on a weekly basis. Groups of selected students in each grade (in a reduced class size model) meet with a guidance counselor for 90 minutes. Strategies for successful entry into high school, conflict resolution, peer pressure and study skills and other topics dealing with school success are covered. **At-risk counseling-**
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- 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 1st 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 1st 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.

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 Marina Cofield	District 02	Borough Manhattan	School Number 104
School Name Simon Baruch Middle School			

B. Language Allocation Policy Team Composition ⓘ

Principal Rosemarie Gaetani	Assistant Principal Michelle McCaffrey
Coach Bas Stevenson	Coach type here
ESL Teacher Maria Friedland	Guidance Counselor Rachel Schleifer
Teacher/Subject Area Elani Huie/ESL and Spanish	Parent Elissa Stein
Teacher/Subject Area type here	Parent Coordinator Blanca Rivera
Related Service Provider Sonia Nieves, Janet Sibarium	Other type here
Network Leader Marina Cofield	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1056	Total Number of ELLs	70	ELLs as share of total student population (%)	6.63%

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.

Simon Baruch Middle School (MS104) is committed to providing its students with a quality education that will empower them in their future. The school is dedicated to providing all students with strong academic preparations. The identification of English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language if other than English. After the trained administrative staff and the ESL teacher screen and administer the HLIS, the ESL teacher reviews if responses indicate that a student may be an ELL. Then, the ESL teacher administers the Language Assessment Battery and Report, (LAB-R) to the potential ELL, within ten days of enrollment . If the student's first language is Spanish, the ESL teacher also administers the R-LAB. Also, within the ten day time period, the ESL teacher sets up a meeting for those parents whose children have scored below proficiency on the LAB-R. Contact is made via email or phone to insure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL teacher also ensures that proper measures are taken to accomodate the ESL special education students. First attendance is called in, followed by daily reports on SESIS.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Every month, she checks the RADP which lists students who have been admitted and discharged. She,also, checks the RLER which lists eligible students. The speaking section is administered individually and, this school year, it will take place from April 18 to May 18, 2012. The other sections are administered in the following order: listening, reading and writing from May 7-18, 2012. The ESL teacher certifies that proper test accommodations are in place for special education students. During the summer, the results are posted on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of ESL instruction as per CR Part 154.

2. In order to assure that our parents have full comprehension of their child's language program choices, MS104 offers two orientation programs, given in the fall and spring. In addition, whenever new ELLs are enrolled, the ESL teacher meets wiith the parents within ten days. At this time, parents learn about the three program choices: Dual Language, Free Standing English as a Second Language and the Transitional Bilingual program. During orientation time, the three program choices are explained. Parents watch the DOE online video on these choices presented in their home language and fill out a Parent Survey and Program Selection form in their language. For low-incidence languages, interpreters are hired. The ESL teacher informs the parents that at the present time, MS104 has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program they want as long as there is available space. After looking at data from the Parent Surveys from the past two years, the majority of parents choose a Free Standing ESL program. Out of 5 surveys in the year 2010-2011, 5 surveys indicated "stand alone". Out of 6 surveys in the year 2011-12, 2 have indicated transitional bilingual program and 4 have indicated "stand alone." Other than the 2 surveys mentioned above, there is no growing desire for a TBE program at this time. However, if there were 15 students in contiguous grades who spoke the same language and whose parents wanted a transitional bilingual program, it would be formed.

3. At the beginning of the school year, the ESL teacher checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB- R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non Entitlement, Non Entitlement and Transitional letters are sent to the parents in English and in the home language. Copies of these letters are kept at school with the ESL teacher for documentation. Since the parents are provided with the Program Selection form during the parent orientation sessions, the ESL teacher immediately collects it after completion.

4. At the orientation, parents watch the DOE online video in their native language. For low incidence languages, a translator may be hired or the school contacts the DOE Translation Department for an oral phone translation. At the present time, 104 has a Freestanding English as a Second Language Program but if fifteen parents in contiguous grades ask for a TBE program, it will be formed.

5. After reviewing the data from Parent Surveys during the past two years, the majority of parents chose a Free Standing ESL program. Out of 6 surveys in the year 2009-2010, 5 surveys indicated "stand alone" and 1 indicated dual language. Out of 5 surveys in the 2010-2011 school year, 5 indicated "stand alone." Out of 6 surveys in the year 2011-12, 2 have indicated TBE program, and 4 have indicated "Free Standing ESL". There is no relevant growing desire for a TBE program at this time.

6. MS 104 will continue to build alignment between program offerings and parent request by insuring that parents are made aware of their legal right to transfer their children into a TBE program in another school, if so desired. In addition, MS 104 will begin a TBE program if a minimum of fifteen parents in contiguous grades in the same language group request it. This information will be disseminated to parents in their native language within ten days of their children enrolling to into the NYC school system.

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 ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	**Newcomers (ELLs receiving service 0-3 years)**	42	**Special Education**	6
SIFE	1	**ELLs receiving service 4-6 years**	20	**Long-Term (completed 6 years)**	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	42	1	2	20	0	6	8	0	0	70
Total	**42**	**1**	**2**	**20**	**0**	**6**	**8**	**0**	**0**	70
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8
Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)
9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):
African-American: ___ Asian: ___ Hispanic/Latino:
Native American: ___ White (Non-Hispanic/Latino): ___ Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	6	4					**17**
Chinese							21	9	14					**44**
Russian								1	1					**2**
Bengali							1							**1**
Urdu														**0**
Arabic							1	2						**3**
Haitian									1					**1**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	30	20	20	0	0	0	0	70

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. MS 104 is an academically rigorous District 2 middle school serving 1056 students in Grades 6-8. The percentage of ELLs in the building is 6.63% of the total population. There are two certified English as a Second Language (ESL) teachers who deliver instruction as self-contained teachers in a Freestanding English as a Second Language program.

1b. The school uses a Block program model where the class travels together as a group for content subjects. The program consists of two classes in grade 6, and one class in grades 7 and 8. The program is graded and the classes are heteogenously grouped. In 6th grade, Students attend a self-contained ESL class for 8-10 periods per week. Intermediate and Beginner ELLs receive the mandated 360 minutes of ESL. 7th and 8th grade ELLs receive an additional 80 minutes of ESL instruction. Advanced students receive 180 minutes of ESL in a form of self-contained ESL instruction.

2. The two ESL teachers are responsible for a group of 70 ELLs. One of them serves the advanced students three days a week for a total of 180 minutes. She also constantly meets with content subjects: ELA, math and social studies teachers. This insures that content subjects are comprehensible to ELLs and meets the legal mandate under CR Part 154. The other ESL teacher works with intermediate and beginning ELL students in a self-contained model. She provides them with explicit ESL instruction on a daily basis for a total of 360 minutes a week.

3. As a free-standing ESL program, the language of instruction is English. The content classes are taught through the workshop model combining mini-lessons with group, paired and independent work. Teaching is research based and data driven. ELA and ESL teachers plan

collaboratively. They set a weekly plan that includes ELL literacy skills, reading and writing strategies, vocabulary study and direct grammar instruction. The students are grouped in order to differentiate instruction and the lessons are organized around essential questions and protocol guidelines. The goal is to empower the students to better understand the content of what is taught and the task they are asked to accomplish. During group work, the ELL students receive individualized English instruction through computer based programs such as BrainPop, StarFall and Discovery Education. In math, the school uses the Connected Mathematics Program (Pearson Prentice Hall) to facilitate learning. This is a constructivist, hands-on program which has a lot of written text. Since it may pose a challenge to ELLs, math and ESL teachers "chunk" the text in order to make it more comprehensible. For science, MS 104 uses PBIS (Project Bases Inquiry Science). Science teachers deliver instruction through realia and pictures and the students work in the lab carrying out experiments. In social studies, through our co-teaching initiative, the ELL students are exposed to differentiated and small group instruction in a risk free environment where they feel comfortable to participate in “Accountable Talk” activities. It is important to mention that all content area classrooms have a library which is organized by genre, theme and author with a wide range of reading levels. The libraries also include dictionaries that translate words from English to the native language.

4. The R-LAB is administered when Spanish speaking ELLs are first admitted into the NYC school system. This tool helps teachers determine language skills in Spanish. Were MS104 to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.

5a. At the present time, there is only one SIFE student in our school. To address his needs, age appropriate, high interest/beginner level reading materials have been ordered for the ESL and other content classes. The literacy and math coaches help teachers to assess the student’s reading level and computational skills. If necessary, we hire a translator to assess the student’s strengths and weaknesses in other content areas and would provide additional support for this student after school. In addition, a progress report system was established on a weekly basis for the student. This strategy will be followed by the implementation of protocols, rubrics and checklists focusing on the elimination of the achievment gap. In the future, were 104 to receive a lot of SIFE students, we would apply for a SIFE ELL grant. We would purchase RIGOR (Reading Instructional Goals for Older Readers) and Achieve3000 programs. At the present time, our SIFE student is Chinese, but were we to enroll Spanish speaking SIFE students, we would administer the ALLD (Academic Language and Literacy Diagnostic). This is an assessment tool to determine if a student is SIFE.

5b. For the school year of 2011-12, MS104 has a total of 42 newcomers (ELLs in US schools for less than three years). These students require more scaffolding strategies including pictorial support and realia as well as direct instruction in order to make the content comprehensible and attainable. Books with accompanying CDs are utilized to increase fluency and familiarize the students with the cadence of English. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is critical with these students. The ESL teacher spends time scaffolding the level of difficulty of practice reading passages. Teaching students how to use word-to-word dictionaries, web translators and literacy programs, accessing prior knowledge and teaching about cognates are among the strategies the ESL teacher uses with these students.

5c. Pre-long term ELLs receiving 4 to 6 years of service, additional assessments would be administered. For the school year of 2011-12, MS104 currently has 20 Pre-LTE. Since it represents almost 30% of our ELL population, the ELL team is carefully paying attention to this subgroup. The team decided to conduct an investigation to better understand the students' ELL schooling history. Fully trained on the "One Size does Fit All" Pilot Project partnered by the Cuny Graduate Center and the NYC Department of Education, the ESL teacher identified two categories of Pre-LTE, students who have experienced inconsistent langugage policies in previous setting and students whose English fluency hides an enormous lack of academic proficiency. A systematic interventional plan was designed to better serve these students. Focusing on eliminating the achievement gap in content areas, the goal is to foster students' motivation, critical thinking and skill building. The students are taught through the ELA curriculum which was adapted with ESL strategies to better support these students. Founded on the CCSS, it is organized around essential questions and protocol guidelines that will empower them to better understand projects and activities they are asked to accomplish. In addition, the students are also involved in a mentoring/consulting program in which the ESL teacher checks-in with the general education teachers to set a weekly plan that includes ESL reading and writing strategies, vocabulary study and direct grammar instruction.

5d. At the current time, MS104 has a groups of 8 long-term ELLs. These struggling students are the focus of our AIS team. We carefully analyze their data to determine what type of intervention is necessary for each individual student. These students have English

A. Programming and Scheduling Information

conversational fluency, but lack academic linguistic skills which lead to difficulties in coping with content ifself. Therefore, they need gains in both academic language and content learning. In order to help these students, the ESL teachers are providing them with explicit vocabulary and text comprehension instruction through a systematic week skill learning initiative implemented in the school about two years ago. This school wide program was specifically designed to meet the needs of our struggling students. It enables us to collect data and design lesson plans that address our students' needs. During ESL and technology classes, our LTE are introduced to web-based programs that support skill building and enable them to acquire language academic concepts.

6. When teaching ELL-SWDs, it is important to be aware of their individual needs and learning style. Therefore, the very first step taken is to read the students' I.E.P. reports and provide them with an individualized ELA/ESL assessment. It's done through running records, hands-on activities, interviews, etc. The data is collected and used to better understand the students' learning impediment and if it is caused by either linguistic difficulties, learning aptitude, lack of motivation or cognitive issues. Based on the results of this assessment, the students receive individualized direct ESL reading and writing instruction through web and paper based lessons. These students are also involved in a mentoring/consulting program. Throughout the week, the ESL teacher and the students check in with the general education teachers to set a week plan of action. During the planning sessions, the subject area teachers share their teaching/learning objectives for that week with the students and give them time to plan their next steps. During this mentoring time, the ESL teacher works as a mediator helping the students to set their plan of action and introducing the teachers to ESL strategies that could be used in their classrooms with the students. All teachers become aware of all necessary accommodations and make certain that second language issues are not confused with special needs. The students are also supported by the Wilson Program during the school day and after school programs. It helps them

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%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

environment. Our school provides a SETSS, CTT and 12:1 self-contained program. The IEP determines the least restrictive environment for each student. The ESL teacher uses the material that the subject area teacher is using and provides native language and scaffolding supports. The special education requirements are aligned with the LAP. In addition, the ESL teachers carefully plan the program so there are no scheduling conflicts with other providers.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Math				

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.
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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. MS104 offers ELL students a great variety of targeted intervention programs. These programs are designed to provide the students with additional support in subject areas. At the beginning of the school year, teachers use ARIS to determine who might benefit from the 37.5 program in English, math, social studies and science on the basis of standardized test scores and students' previous report cards and portfolios. In addition, as a Title III school, the school offers beginning and intermediate ESL students rich instructional classes using formative assessments aligned to the Common Core Standards. Instruction is provided in English.

9. ELLs reaching proficiency on the NYSESLAT are provided transitional support for two years. They are supported with the same test accommodations as ELLs: extended time, separate location, use of word to word dictionaries and having the listening passage on the ELA read three times. They are provided with translated editions of standardized subject tests in their native language. They are given priority in the Extended Day 37.5 and after school programs when needed.

10. For the current school year, MS104 was granted a great sum of money for technology supplies. The grant has allowed for smart boards and desktops to be placed in content and ESL classrooms. This way, the students can integrate technology into the content areas for presentation and research. In line with this, there are new rolling laptop carts for classroom use.

11. There are no programs/services for ELLs that will by discontinued.

12. ELLs are afforded equal access to all school programs. Among the activities available after school include competitive sports teams. It includes basketball, tennis, volleyball, cheerleading, track, baseball and wrestling. Our other programs include ceramics, art club, drama, school newspaper, chess, and a computer-based ESL intervention.

13. At MS104 the ESL teachers are encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a self-contained program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classrooms are equipped with desktops, smartboards and listening centers making it possible for all students to receive instructions according to their needs and learning style.

14. As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels.

15. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

16. Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and

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.
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9. ELLs reaching proficiency on the NYSESLAT are provided transitional support for two years. They are supported with the same test accommodations as ELLs: extended time, separate location, use of word to word dictionaries and having the listening passage on the ELA read three times. They are provided with translated editions of standardized subject tests in their native language. They are given priority in the Extended Day 37.5 and after school programs when needed.

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11. There are no programs/services for ELLs that will by discontinued.

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13. At MS104 the ESL teachers are encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a self-contained program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classrooms are equipped with desktops, smartboards and listening centers making it possible for all students to receive instructions according to their needs and learning style.

14. As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels.

15. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

16. Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and guardians are made aware of interpretation services if needed. On the first day of school, 6th grade teachers go on a school walk to

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

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)?

Not applicable.

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

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 goal of staff development at MS104 is to increase student achievement and engagement. By providing the ELL and subject area teachers with learning opportunities on the latest research, MS104 is investing on our school quality. Therefore, the teachers are strongly encouraged to attend workshops, TESOL conferences and Teacher's College training. Through these programs, the teachers learn how to better differentiate instruction, adapt curriculums and effectively assess the ELL students. In addition, the ESL teachers attend conferences and workshops provided by OELL (Office of English Language Learners.) such as the upcoming "From Theory to Practice: English Language Learners and the Common Core Standards." They also attend monthly workshops provided by the instructional coach for Special Education and ELLs in the CF 101 network. MS104 will be hosting the network's first workshop this year on October 18, 2012, entitled, "Literacy in Content Areas for ELLs." Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards.

2. To reach the goal of helping ELLs as they transiton to different levels of education, teachers are working together to revise curriculum maps based on the work of Wiggens and McTighe in Understanding by Design. The goal is to make sure the maps are aligned vertically and horizontally with the CCSS to enhance connections between content areas and grades. This, in turn, will also support transitions from elementary to middle and from middle to high school. The school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. As a new initiative, the ELA department is preparing an inter-visitation schedule which will allow teachers to learn from one another on how to better address the needs of monolingual and ELL students.

3. As per the Jose P. court decision, all teachers are provided with 7.5 hours of professional development in teachin ELLs. MS104 aims to effectively support our staff on how to understand the process of language acquisition and ELL academic progress. In order to successfully accomplish this, the ELA department in conjunction with the instructional coach for special education in the CF 101 network, is preparing to deliver a series of workshops targetting ELL awereness, instruction and formative assessment. On October 18, 2011, MS104 will be hosting a network workshop entitled "Literacy in Content Areas for ELLs." The workshop will present teachers with ELL subgroup data analyses, learning and teaching strategies and practice. Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards. As per MS104 inquiry team proposal, the staff will also meet once a week during the extended time period to study monolingual and ELL student data. This approach will enable teachers to better understand the students' prior knowledge, progress, targetting area and learning style. All of these initiatives together will help us to achieve success for all students and to close the achievement gap.

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)
parents? 100%	
75%	

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. A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over ELA and math state exams, expectations and standards.

2. MS104 proposes for the school year of 2011-12 to seek connection with multicultural organizations such as Chinatown Youth Initiatives and The Committee for Hispanic Children and Families to organize and provide workshops on English language learning awereness, adult English literacy and computer training. In addition, the organizations will be invited to speak about their literacy projects and the impact they cause in the neighborhood.

3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are given information about EnGrade and how to access their child's grades to track their progress. In addition, there are parent-teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS which indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners.

4. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school envolvement.

B. Programming and Scheduling Information--Continued

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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?

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11. There are no programs/services for ELLs that will by discontinued.

12. ELLs are afforded equal access to all school programs. Among the activities available after school include competitive sports teams. It includes basketball, tennis, volleyball, cheerleading, track, baseball and wrestling. Our other programs include ceramics, art club, drama, school newspaper, chess, and a computer-based ESL intervention.

13. At MS104 the ESL teachers are encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a self-contained program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classrooms are equipped with desktops, smartboards and listening centers making it possible for all students to receive instructions according to their needs and learning style.

14. As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels.

15. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

16. Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and guardians are made aware of interpretation services if needed. On the first day of school, 6th grade teachers go on a school walk to

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.

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The goal is to enable these students to further develop their linguistic and academic reading and writing skills. It will allow them to achieve proficiency in all areas of the test, allowing them to exit from the ESL program in to mainstream ELA classes. As a first step, Ms104 decided to include some of our newcommer students in the inquiry team subgroup. The study aims to foster academic rigor and student achievement. These students are going to be taught specific skills on a weekly basis and are going to be constantly monitored and assessed. Hopefully, the positive results from this systematic approach will reflect on the students test scores.

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)?

Not applicable.

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 goal of staff development at MS104 is to increase student achievement and engagement. By providing the ELL and subject area teachers with learning opportunities on the latest research, MS104 is investing on our school quality. Therefore, the teachers are strongly encouraged to attend workshops, TESOL conferences and Teacher's College training. Through these programs, the teachers learn how to better differentiate instruction, adapt curriculums and effectively assess the ELL students. In addition, the ESL teachers attend conferences and workshops provided by OELL (Office of English Language Learners.) such as the upcoming "From Theory to Practice: English Language Learners and the Common Core Standards." They also attend monthly workshops provided by the instructional coach for Special Education and ELLs in the CF 101 network. MS104 will be hosting the network's first workshop this year on October 18, 2012, entitled, "Literacy in Content Areas for ELLs." Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards.

2. To reach the goal of helping ELLs as they transiton to different levels of education, teachers are working together to revise curriculum maps based on the work of Wiggens and McTighe in Understanding by Design. The goal is to make sure the maps are aligned vertically and horizontally with the CCSS to enhance connections between content areas and grades. This, in turn, will also support transitions from elementary to middle and from middle to high school. The school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. As a new initiative, the ELA department is preparing an inter-visitation schedule which will allow teachers to learn

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3. As per the Jose P. court decision, all teachers are provided with 7.5 hours of professional development in teachin ELLs. MS104 aims to effectively support our staff on how to understand the process of language acquisition and ELL academic progress. In order to successfully accomplish this, the ELA department in conjunction with the instructional coach for special education in the CF 101 network, is preparing to deliver a series of workshops targetting ELL awereness, instruction and formative assessment. On October 18, 2011, MS104 will be hosting a network workshop entitled "Literacy in Content Areas for ELLs." The workshop will present teachers with ELL subgroup data analyses, learning and teaching strategies and practice. Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards. As per MS104 inquiry team proposal, the staff will also meet once a week during the extended time period to study monolingual and ELL student data. This approach will enable teachers to better understand the students' prior knowledge, progress, targetting area and learning style. All of these initiatives together will help us to achieve success for all students and to close the achievement gap.

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. A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over ELA and math state exams, expectations and standards.

2. MS104 proposes for the school year of 2011-12 to seek connection with multicultural organizations such as Chinatown Youth Initiatives and The Committee for Hispanic Children and Families to organize and provide workshops on English language learning awereness, adult English literacy and computer training. In addition, the organizations will be invited to speak about their literacy projects and the impact they cause in the neighborhood.

3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of

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3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are given information about EnGrade and how to access their child's grades to track their progress. In addition, there are parent-teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS which indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners.

4. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school envolvement.

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)							6	3	2					11
Intermediate(I)							13	3	5					21
Advanced (A)							12	13	13					38
Total	0	0	0	0	0	0	31	19	20	0	0	0	0	70

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	0				
	I							5	1	1				
	A							16	12	7				
	P							6	3	11				
READING/ WRITING	B							5	4	1				
	I							13	4	4				
	A							11	8	14				
	P							3	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	10	3		24
7	7	6			13
8	5	7	3		15
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		1	4	3	6	5	5		24
7	2	1	2	1	2	3	2	2	15
8	1		2		4	3	6	2	18
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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. MS104 uses a variety of assessment tools to assess the literacy skills of our ELL population. For reading (decoding and text comprehension skills) the esl teachers collect running records at least three times a year, interview the students and uses a free web-based program called StarFall. The literacy website promotes phonimic awereness and early literacy skills. For writing, the teachers use the Teacher's College K-8 Continuum for Assessing a personal narrative written at the beginning of the school year. The writing is graded

Additional Information
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Based on the data stated below, the MS104 ELL team chose to devote special attention to out newcommer group. The team will particularly focus on a group of students who could be at risk of moving from a "newcommer" status to a "pre-LTE (4-6)" status if they don't score proficent on the 2011-12 NYSESLAT test. * Out of 70 ELL students, 42 students (60%) are newcommers (1-3 years of ESL services). * As per LAB-R and NYSESLAT Listening/Speaking modalities, out of 42, 1 is beginner, 13 are intermediate, 21 are advanced and 7 are proficient. * As per LAB-R and NYSESLAT Reading/Writing modalities, out of 42, 10 are beginners, 18 are intermediate, 12 are advanced, and 2 are proficent. The goal is to enable these students to further develop their linguistic and academic reading and writing skills. It will allow them to achieve proficiency in all areas of the test, allowing them to exit from the ESL program in to mainstream ELA classes. As a first step, Ms104 decided to include some of our newcommer students in the inquiry team subgroup. The study aims to foster academic rigor and student achievement. These students are going to be taught specific skills on a weekly basis and are going to be constantly monitored and assessed. Hopefully, the positive results from this systematic approach will reflect on the students test scores.

Part VI: LAP Assurances

School Name: Simon Baruch Middle School			**School DBN:** 02M104
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Gaetani	Principal		10/13/11
Michelle McCaffrey	Assistant Principal		10/13/11
Blanca Rivera	Parent Coordinator		10/13/11
Maria Friedland	ESL Teacher		10/13/11
Elissa Stein	Parent		10/13/11
Elani Huie/ESL and Spanish	Teacher/Subject Area		10/13/11
	Teacher/Subject Area		10/13/11
Bas Stevenson	Coach		10/13/11
	Coach		10/13/11
Rachel Schleifer	Guidance Counselor		10/13/11
	Network Leader		1/1/01
	Other		1/1/01

School Name: Simon Baruch Middle School			School DBN: 02M104
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 02M104 **School Name:** MS104 Simon Baruch Middle School

Cluster: 01 **Network:** CFN101

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

Part A: Needs Assessment Findings

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

The school's ethnic breakdown is reviewed from ATS and from SEMS for the incoming class.
Translations needed for PTA, parent teacher conferences and IEP conferences are assessed.

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.

The prominent groups needing translation services are Chinese and Spanish. The parent coordinator and the PTA executive board are alerted so that all major written communications are translated by DOE services. All teachers are reminded by the principal via a newsletter to seek assistance from the PC so that their written or oral translation needs are serviced. Services are needed during parent teacher conferences, for IEP meetings and for some disciplinary meetings. All written communications are translated.

Part B: Strategies and Activities

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

All major written communications are e-mailed to the DOE translation services. These include letters from the administration, school brochures, parent handbooks and PTA notices.

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

The school hires translators for Chinese and Spanish interpretation for scheduled parent-teacher conferences and IEP meetings. School staff is used for impromptu meetings when possible. Otherwise the DOE's translators available by phone are used.

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.

A large sign is posted in the lobby of the main entrance in English and the 8 languages as required by the Chancellor's Regulations informing parents that translation services are available. Every parent recieves a Parent's Bill of Rights and Responsibilities in their native language. In addition, at each PTA meeting we ask if anyone needs translation so that a copy of the minutes can be provided in their native language. Translated documents are provided by the DOE and the school gets all important school-based communications translated. Faculty and other staff members provide translation services on the spot when needed.

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: Simon Baruch Middle School	DBN: 02M104
Cluster Leader: Corinne Anselmi	Network Leader: Marina Cofield
This school is (check one): ❄conceptually consolidated (skip part E below) ⭘NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ⭘Before school ❄After school ⭘Saturday academy ⭘Other:
Total # of ELLs to be served: 47 Grades to be served by this program (check all that apply): ⭘K ⭘1 ⭘2 ⭘3 ⭘4 ⭘5 ❄6 ❄7 ❄8 ⭘9 ⭘10 ⭘11 ⭘12
Total # of teachers in this program: 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: Our Title III program is an after-school support for all ELL's grade 6,7 and 8. All students currently receiving ESL services will be invited. The support will be literacy based. Groups will be no larger than 15-16 students and serviced by 1 ELA teacher, 1 Math and 1 certified ESL teacher (Maria Friedland) who will rotate among the groups for 1.5 hours a week. Both Math and ELA sections will be co-planned with the ESL teacher. Math and ELA sessions will support skills aligned with the departmental grade curriculum and Common Core Standards. ELA will maintain our Balanced Literacy approach used during the regular school day and include test prep for the NYSESLAT. Students will also need additional support in developing and improving skills affecting performance on classroom assignments and standardized tests. These skills include: listening and note taking, decoding, reading comprehension skills, grammatical structure, vocabulary development & analyzing reading content as well as mathematical word problems. Online software programs will also be used to support students including ESL SmartReader, Study Island and MyOnline Library. Our sessions will run after school weekly for 90 minutes from 3:00 p.m. until 4:30 p.m. for approximately 16 weeks from February through June. There will be a team teaching approach with the ESL teacher providing accommodations for the literacy instruction. SmartBoard technologies, online ESL software and general instruction supplies such as charts, journals, markers, graphic organizers, certificates of achievement will be needed.

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 assistant principal who supervises ELA, Michelle McCaffrey, will supervise the after school program and provide staff development to the teachers. Teachers servicing ELL students receive the following staff development: ESL Reading Smart 2 hour webinar training in the beginning of March through Archipelago Learning, LLC. 3 workshops on strategies for ELL during the school's 90 minute common planning time on Thursdays (tentatively scheduled March 8th, April 5th & May 10th & 3 teachers working closely with ELL's attend outside workshops sponsored by OELL; our network, Bridges for Learning ELL specialist visits bi-monthly to plan and work with teachers of ELL students. Staff development will be also be provided through a book study, "They Say, I Say" by Graff, Birkenstein & Durst, in addition to coaching during the sessions, co-planning meetings and in monthly afterschool workshops on the first Tuesday of each month (hour long sessions). Topics covered will be vocabulary development, writing responses, literary elements, and deciphering mathematical word problems. Areas in need of staff development will also be identified as the program proceeds.

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: A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over ELA and math state exams, expectations and standards. MS104 proposes for the school year of 2011-12 to seek connection with multicultural organizations such as Chinatown YMCA New Americans Welcome Center and the Harlem YMCA Literacy Zone to organize and provide workshops on English language learning awareness, adult English literacy and computer training. ESL classes run nightly from 6-9pm at the Chinatown YMCA, computer classes are held on Tuesday and Thursdays. In addition, Citizenship classes are offered on Monday and Friday evenings. Morning, afternoon and evening classes are held throughout the week at the Harlem YMCA. Computers are offered on Monday and Wednesday, family literacy on Friday, and ESOL daily. The winter programs run through March 23rd, and an updated Spring calendar will be sent home with students to share with their family in their native language. In addition, the organizations will be invited to speak about their literacy projects and the impact they cause in the neighborhood. Field trips to these sites will be planned in June. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are given information about EnGrade and how to access their child's grades to track their progress. In addition, there are parent-teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS which indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school involvement.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		