



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DUAL LANGUAGE MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M247

PRINCIPAL: CLAUDIA AGUIRRE

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SUPERINTENDENT: SARA CARVAJAL

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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	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

- **Improve student performance in literacy by increasing the number of students performing at level 2 or above school wide as measured by the New York State ELA Examination.** As of September 2011, 18% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination. By June 2012, the number of students achieving a proficiency rating of Level 1 will decrease from 18% to 12% or less.

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.
 - At the beginning of each school year, staff and administrators at Dual Language Middle School engage in comprehensive data analyses. Analyses of the ELA data accessed through ARIS indicate that approximately 18% of students have achieved a proficiency rating of 1 on the NYS ELA exam during the previous school year. English Language Learners, General Education Students, and Special Education Students are all represented in the category of students achieving a level 1 proficiency rating; as a result, school leaders and staff members recognize the importance of strengthening curriculum and instruction in order to leverage improved student outcomes in the area of English Language Arts.
 - According to the 2011 New York City Progress Report:
 - Dual Language Middle School students in the lowest third demonstrated an 81.0 percent growth percentile while the school median adjusted growth percentile was 68.5. This data indicates that students require support in the development of literacy skills as applied in both Reading and Writing; and
 - The percent of Special Education students in the 75th growth percentile on the New York State ELA exam was 52.0%; the percent of English Language Learners in the 75th growth percentile or higher was 45.7%. These trends provide impetus for increasing instructional alignment and further informing curricula school wide with student data, thereby resulting in improved differentiation.
 - During Fall 2011 school-wide Reading assessments were conducted using Read180 and Village Academies in order to identify students' independent reading levels and specific strands in which students require further instruction. This data is also used to improve and deepen data streams used to differentiate instruction. At this time, school leadership determined that more than 80% of students enrolled at Dual Language Middle School are reading below grade-level.
 - In addition to quantitative data streams, a review of qualitative data streams including student work samples and unit assessment data indicate that students' greatest needs are in the areas of analytical writing and vocabulary development.

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:
 - Differentiated, school-wide, small-group guided reading intervention program provided during three additional instructional periods each week; and
 - Special Education and ESL teachers will be providing instructional support in all ELA classrooms within the General Education curriculum; and
 - Students will be assessed once every eight weeks and regrouped according to assessment outcomes and independent reading levels indicated;

and

- English Language Arts teachers will implement explicit vocabulary instruction within Reading and Writing lessons so build students' background knowledge and strengthen students' academic vocabulary; and
- Periodic assessment data and NYS assessment data item analyses are used to identify school wide areas in need of improvement that will be targeted during the ELA extended day program; and
- In order to strengthen the writing curriculum within English Language Arts, all units of study will include a written piece or task that is aligned with the reading unit of study focusing on text analyses.

b) Staff and other resources used to implement these strategies/activities:

- English Language Arts Teachers, ESL Teachers, Special Education Teachers, Teacher Leaders, Administrators will participate in these strategies/activities; and
- Teacher teams will create Common Core-aligned Guided reading units of study and assessments through which students will explore specific genres (both fiction and non-fiction); and
- Provide teachers with consistent access to student assessment data regarding reading comprehension skills aligned with 10 Strands: *Making Connections, Genre, Plot & Sequence, Cause & Effect, Character, Words & Phrases, Setting, Facts & Details, Main Idea & Theme and Author's Point of View*; and
- Monthly staff-wide professional development dedicated to:
 - The use of assessment data in order to both to inform and differentiate literacy instruction in English Language Arts and guided reading intervention; and
 - Differentiation and language development strategies that can be implemented across content areas to enhance students' literacy skills; and
 - Refining teaching practice.
- Weekly ELA department meetings to examine, refine, and plan ELA curriculum.
- Individual professional development sessions each week focusing on individual teachers' needs and using data to inform instruction.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- School administrators began by identifying an English Language Arts department coordinator for the 2011-12 school year; and
- The ELA department coordinator will facilitate teacher leaders' evaluation of English Language Arts curricular alignment with both the Common Core Standards and the New York State Standards during department meetings, individual meetings, and staff-wide professional development sessions; and
- During the fall, teachers will complete a self-assessment focusing upon areas of strength and identifying areas in need of improvement using student data streams taken from ARIS and classroom data.

d) Timeline for implementation.

- Implemented in September, formative assessment throughout 2011- 2012 school year
- Reading Assessments: September 2011, December 2011, March 2012, and June 2012
- Final and Midterm Exam Analyses: Twice per term
- Periodic Assessments: Twice per year
- Teacher Professional Development:
 - ELA Department Meetings: Twice per week
 - Guided Reading Professional Development: Once per month
 - Skillful Teaching Professional Development: Once per month

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.
Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review
 - We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
 - The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.

- Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Our Parent Coordinator will conduct workshops for parents to help them support their children in school.
 - Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.
 - Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
 - All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

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 members are able to become highly qualified, in order to achieve this goal; and
 - As part of the hiring and interview process, school leaders prioritize teachers who are HQ and hold multiple certifications; and
 - Weekly professional development (staff-wide and individual) will be differentiated based on staff members' interests and areas in need of further support as identified during informal and formal observations and teacher reflection; and
 - Moneys from the yearly budget will also be set aside to fund continuing education and professional development for those staff members who are identified as non-"HQT".

Service and program coordination

- Scheduling:
 - Extended day ELA curriculum focused on writing and reading strategies targeting the needs of all students; and
 - After school ESL program designed to strengthen the reading, writing, listening, and speaking skills of all students; and
 - Addition of three guided reading periods per week to both students' and teachers' programs; and
 - Implementation of extended day reading comprehension and writing curriculum aligned with New York State ELA examination funded by Title III moneys.

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.
 - Budget:
 - Guided Reading books will be purchased through Fair Student Funding; and
 - Read 180 will be funded through a Bridges for Learning Network grant; and
 - Special Education will be provided through the use of Fair Student Funding;
 - ESL Teacher will be provided through Title III Funding.

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

- **Improve sixth-grade students' performance in Mathematics by increasing the number of students performing at level 3 or above school wide as measured by the New York State Math Examination.** As of September 2011, 42% of sixth-grade students enrolled at Dual Language Middle School achieved a proficiency rating of level 3 or better on the NYS Math Examination. By June 2012, the number of students achieving a proficiency rating of Level 3 or better will increase from 42% to 47%.

Comprehensive needs assessment

- At the beginning of each school year, staff and administrators at Dual Language Middle School engage in comprehensive data analyses. Analyses of the Math data accessed through ARIS indicate that approximately 42% of sixth grade students achieved a proficiency rating of 3 or better on the NYS Math exam during the previous school year. English Language Learners, General Education Students, and Special Education Students are all represented in the category of students achieving a level 3 proficiency rating or better; as a result, school leaders and staff members recognize the importance of strengthening curriculum and instruction in order to leverage improved student outcomes in the area of 6th grade Mathematics.
- According to the 2011 New York State Progress Report:
 - The results from the 2010-2011 New York State Mathematics exam indicate that students in the lowest third citywide demonstrated a median adjusted growth percentile of 86.0.
 - The percentage of students with disabilities at a 75% growth percentile or higher in Mathematics according to the 2011 New York State Math exam was 58.0%; the percentage English Language Learners in this category was 58.4%.
 - These data provide an impetus to further align the 6th grade Math curriculum with students' needs as identified through comprehensive data analyses and individual student mastery tracking.

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:
 - e) Strategies/activities that encompass the needs of identified student subgroups:
 - Refining Mathematics Curriculum to increase alignment with the Common Core State Standards; and
 - Planning and execution of school wide Math Bowl to increase student engagement in Mathematics; and
 - Special Education teachers will be providing support in Mathematics classes across grade levels within the general education curriculum; and
 - Use of standards-aligned data trackers to adjust curriculum in order to best meet students' needs;
 - Differentiated, small-group extended day program including mastery objectives informed by grade-level trackers, assessment data and item analyses taken from ARIS; and
 - Mathematics support, both foundation and extension, that are aligned with the New York State and Common Core State Standards is available to all students during the after school program.
 - f) Staff and other resources used to implement these strategies/activities:
 - Math Teachers, Special Education Teachers, Teacher Leaders, and Administrators will participate in these strategies/activities; and
 - Differentiated Professional Development:

- Two Mathematics department meetings per week devoted to examining both assessment and instruction with a goal of increasing rigor and CCSS alignment; and
 - One individual department meeting with the Math department chair to focus on use of assessment data to inform and enhance instruction; and
 - One individual meeting with school administrators to focus on refining pedagogical practice.
 - Monthly professional development focusing upon use of data to differentiate instruction and methods by which formative assessment data are collected and instruction can be adjusted to meet the needs of students exceeding, meeting, approaching, and below standard, as well as special populations (Students With Disabilities and English Language Learners), respectively.
- g) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- School administrators began by identifying a Math Coach to support the enhancement of the Math curriculum and instructional strategies; and
 - The Math coach examined 2010-2011 Math curriculum and facilitated refinement an increased alignment of curriculum with the Common Core State Standards; and
 - During Mathematics department meetings and individual meetings with school leadership team members, teacher teams evaluate and strengthen Mathematics curricular alignment across grade levels vertically and horizontally as well the implementation of the Common Core Standards and the New York State Standards; and
 - The Math Coach will facilitate the creation of the Common Core-aligned extended day Mathematics units of study and performance assessments.
- h) Timeline for implementation.
- Implemented in September, formative assessment throughout 2011- 2012 school year
 - Final and Midterm Exam Analyses: Twice per term
 - Periodic Assessments: Twice per year
 - Teacher Professional Development:
 - Mathematics Department Meetings: Twice per week; and
 - Individual Meetings with Administrators: Once per week; and
 - Individual Meetings with Math Coach: Once per week; and
 - Skillful Teaching Professional Development: Once per month.

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.
Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review.
 - We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
 - The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.
- Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Our Parent Coordinator will conduct workshops for parents to help them support their children in school.
 - Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.

- Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
- All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

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.
 - As part of the hiring and interview process, school leaders prioritize teachers who are HQ and hold multiple certifications; and
 - Weekly professional development (staff-wide and individual) will be differentiated based on staff members' interests and areas in need of further support as identified during informal and formal observations and teacher reflection; and
 - Moneys from the yearly budget will also be set aside to fund continuing education and professional development for those staff members who are identified as non-"HQT".

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.
 - Extended-day Math curriculum focused on enhancing students' areas of need as identified through data analysis (classroom data and NYS Math exam data); and
 - After school Math support program designed to deepen students' understanding of Math concepts on each grade level for at-risk students; and
 - After school Math enrichment for students performing at or above grade level to extend students' understanding and ability to apply and transfer both content and conceptual understandings.

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.
 - Budget:
 - Math Coach will be provided through Fair Student Funding; and
 - Special Education Teacher will be provided through Fair Student Funding; and
 - After school per session will be funded through a 21st Century Partnership Grant; and
 - Extended day text books will be purchased through the use of NYSTL funds.

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

- **All students will participate in a minimum of one Math and one English Language Arts performance task aligned with the Common Core State Standards.**

Comprehensive needs assessment

- According to the 2011-2012 Instructional Expectations set forth by the New York City Department of Education, teachers are expected to “engage students in at least one literacy task and one math task aligned to strategically selected Common Core standards;
- At the beginning of the 2011-2012 school year, teacher leaders and school administrators examined curricula and determined a need to enhance instructional precision, increase students’ depth of knowledge, and improve student work through increase precision, application, and complexity.

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,
 - Monthly professional development focusing upon development of authentic, standards-based assessments that are also aligned with the NYS and CCS Standards; and
 - Monthly professional development provided to all teachers focusing upon use of data to differentiate instruction and methods by which formative assessment data are collected and instruction can be adjusted to meet the needs of students exceeding, meeting, approaching, and below standard, as well as special populations (Students With Disabilities and English Language Learners), respectively; and
 - Collaborative school wide implementation and scoring of CCSS performance tasks including all instructional staff members.
 - b) staff and other resources used to implement these strategies/activities:
 - Mathematics coach, Mathematics teachers, English Language Arts Department Coordinator, English Language Arts teachers, remaining instructional staff and Administrators will participate in these strategies/activities; and
 - Mathematics Coach and English Language Arts Department Coordinator participate in Network-based Common Core Standards professional development sessions; and
 - Mathematics teachers and English Language Arts teachers will work collaboratively to refine curricula and unit maps to ensure alignment with CCSS and refine progression toward performance task; and
 - School-based staff wide professional development, differentiated by department, focusing upon implementation of the Common Core and
 - Performance tasks executed school wide three times during the year; and
 - Science teachers will examine curricula to identify entry points for performance tasks and methods for future implementation of performance tasks throughout the 2011-2012 year; and
 - Social Studies and Native Language Arts teachers will examine curricula to identify entry points for performance tasks and methods for future implementation of performance tasks throughout the 2011-2012 year.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - School administrators began by identifying both a Math Coach and English Language Arts department coordinator for the 2011-12 school year; and

- In the fall, the Math Coach and ELA Department Coordinator examined the CCSS and instructional expectations, as well as anchor papers and bundles provided by New York State to determine existing alignment and ways to strengthen alignment moving forward; and
- The Math Coach and ELA Department Coordinator turn-keyed expectations and practices to be used in order to create performance tasks aligned with unit objectives, New York State, and Common Core Standards.
- The Math Coach and ELA Department Coordinator facilitated teacher leaders' evaluation of curricular alignment with both the Common Core Standards and the New York State Standards during department meetings, individual meetings, and staff-wide professional development sessions; and
- Math Coach and ELA Department Coordinator continue to collaborate as they create performance tasks and rubrics that are aligned with the CCSS and New York City instructional expectations; and
- Math and ELA teachers examine both aligned curricula and performance tasks and provide feedback to strengthen instructional alignment as well as create instructional objectives for the units of study.

d) timeline for implementation.

- Teacher Professional Development:
 - Department Meetings: Twice per week; and
 - Individual Meetings with Administrators: Once per week; and
 - Individual Meetings with Coaches: Once per week; and
 - Math Coach and English Language Arts Department Head Meeting: Once per week; and
 - Skillful Teaching Professional Development: Once per month.
- Curriculum Planning, Alignment, and Creation of Performance Tasks: Once per marking period; and
- ELA and Math Performance Task Implementation: Three times per year.

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.

Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review.
- We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
- The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.

Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Our Parent Coordinator will conduct workshops for parents to help them support their children in school.
- Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.
- Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
- All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

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.
 - As part of the hiring and interview process, school leaders prioritize teachers who are HQ and hold multiple certification; and
 - Weekly professional development (staff-wide and individual) will be differentiated based on staff members' interests and areas in need of further support as identified during informal and formal observations and teacher reflection; and
 - Moneys from the yearly budget will also be set aside to fund continuing education and professional development for those staff members who are identified as non-"HQT".

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.
 - Scheduling:
 - Math and English Language Arts teachers' schedules will reflect department and individual meeting times; and
 - School wide programming for administration of both ELA and State Performance Tasks; and
 - Staff wide meeting and/or professional development time each month will be dedicated to revisiting the CCSS and identifying entry points for CCSS-aligned performance tasks during the 2012-13 and 2013-14 school years.

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.
 - Math Coach will be provided through Fair Student Funding; and
 - ELA Department Chair will be funded through Title 1 and Contract for Excellence; and
 - Special Education Department Coordinator will be provided through both Title 1 and Contract for Excellence funds.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	58	58	31	22	14	0	0	0
7	56	56	22	12	16	0	0	0
8	53	53	24	15	21	0	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Small group instruction is provided during extended school day for students identified as Level 2 per the results of the 2010-2011 New York State ELA exam. Also, small group homework assistance during the after school program is available for all students in order to enrich writing and reading skills.</p> <p>Guided literacy intervention has been implemented for all students three times a week during the school day. Literacy intervention groups are developed based on leveled reading assessments; curriculum is developed based upon strands aligned with NYS ELA exam. Within the literacy intervention groups, students are regrouped every six weeks according to academic needs based on progress indicated by the Village Academy Leveled Reading Assessment within the 10 reading strands.</p>
Mathematics	<p>Small group instruction developed by Math department provided during extended school day based on interim assessments results for students identified Level 2 per the 2010-2011 New York State Math Exam. In addition, math homework assistance aligned with the Impact Mathematics curriculum is available to all students during the after school program.</p>
Science	<p>Additional academic support is offered weekly to all eligible students through the afterschool Science Club. During this time, students conduct science experiments aligned with the NYS Scope and Sequence.</p> <p>After school homework help provided for all students identified as at-risk for further enrichment and remediation.</p> <p>During the school day, students participate in on-site instruction at the New York Botanical Gardens, American Museum of Natural History, and the Bronx Zoo to provide further scientific immersion and extension of content throughout the scientific world.</p>
Social Studies	<p>During the school day, the enrichment program utilizes city-wide institutions to enhance instruction. Programs include: trips Constitution Works, Lower East Side Tenement Museum, Museum of the City of New York, Old Bethpage Village, the American Museum of Natural History, Metropolitan Museum of Art, and Ellis Island. This enrichment gives students direct contact with primary source documents as well as first-person interaction with historical documents, content area experts, and locations where events occurred.</p> <p>Sixth grade students receive accelerated Social Studies instruction in both English and Native Language Arts throughout the school year. During this time, students participate in collaborative</p>

	learning experiences which enhance extensions of the Social Studies curriculum in to the fine arts, as well as develop the fundamental understandings of the 7th grade Social Studies curriculum.
At-risk Services provided by the Guidance Counselor	Guidance counselor is available full-time to work with students whose social and emotional needs as demonstrated within the academic setting impede learning. Small group instruction provided during the school day for those students identified as academically at risk as well as during extended school day focusing on truancy, bereavement, test anxiety, and teen issues.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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.

Dual Language Middle School: Title I Parental Involvement Policy and School-Parent Compact, 2011-2012

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must

be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy:

I. General Expectations

Dual Language Middle School agrees to implement the following statutory requirements:

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

Dual Language Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- DLMS will hold Open School Week in September to recruit parental participation
- Our Parent Coordinator will hold informational sessions to recruit parents
- PA members will network with other parents to recruit parents
- DLMS will send letters home to parents through students and regular mail to recruit parents

Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review
- We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
- The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.

Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Our Parent Coordinator will conduct workshops for parents to help them support their children in school.
- Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.
- Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
- All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

Dual Language Middle School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

N/A

Dual Language Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- The PA in conjunction with the Parent Coordinator will conduct surveys to assess parents' satisfaction with DLMS' parent outreach.
- The School Leadership Team will utilize the PA's findings and identified trends in parental feedback forms to address specific areas of concern in the upcoming Comprehensive Educational Plan.

Dual Language Middle School will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

The Parent Coordinator will conduct workshops to educate parents about the state standards and academic assessments several times during the school year.

DLMS will offer Open School Week wherein parents can pick up informational documents about the standards and assessments.

Academic Advisors will answer individual questions as they come up.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Our Parent Coordinator will inform parents in a timely, ongoing basis of activities to improve academic achievement such as ESL classes, literacy initiatives, and technology training.
- We will keep parents abreast of NYCDOE and UFT resources available to support them.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to,

communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by :

Professional development sessions for all teachers will be held to educate teachers of the responsibilities as Academic Advisors.

All teachers will be encouraged to participate with parents in the PA and SLT.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

N/A

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- All calendars, letters, and flyers will be sent home in both English and Spanish following the same format.
- The Parent Coordinator will orient the parents to the formats of school communications during Open School Week.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the members of the School Leadership Team. This policy was adopted by the Dual Language Middle School on May 15, 2009 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2009.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact:

Dual Language Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Dual Language Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- DLMS will adhere to mandated state and city content area curricula where appropriate, adhere to the objectives set forth within the Comprehensive Education Plan, and maintain a high level of parent-teacher communication via our advisory system.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.] Parent Teacher conferences will be held at the end of the first, second, and third academic trimesters.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.] Academic Advisors will be responsible for communicating academic concerns to parents on an ongoing basis, and generally communicate student progress at least once per month.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.] Staff will be available to parents during Open School Night, Parent Teacher Conferences, during professional activity periods (by appointment), and at individual discretion for appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.] Parents will be invited to participate in school field trips, academic units of study where applicable, school-wide events, fundraising activities, and during Open School Week.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Parental Feedback forms will be available during Open School Week, parent-teacher conferences, and other schoolwide events to solicit parental input. The PA and SLT will participate in the revision of the upcoming CEP.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way. Parents will be made aware of students' independent reading levels to promote progress in the SWP guided reading instruction.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. N/A
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. N/A
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's

- curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. N/A
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Monthly PTA meetings will occur and operate as a venue for parents to air concerns, offer suggestions, and provide input about the academic program.
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Every parent will be mailed an individual student report of performance on mandated assessments in a timely manner.
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. If this situation arises, we will inform parents as required by Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Complete all projects on time.

- Respect my school community and stay a productive member of it.
- Behave according to the R.E.A.C.H. values.

SIGNATURES:

SCHOOL **PARENT(S)** **STUDENT**

**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, Megan Roberts	District 3	Borough Manhattan	School Number 247
School Name Dual Language Middle School			

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

Principal Claudia Aguirre	Assistant Principal Jessica Luciano
Coach type here	Coach type here
ESL Teacher Maria Cahn	Guidance Counselor type here
Teacher/Subject Area Caitlin T. Caldwell/S. E.	Parent type here
Teacher/Subject Area type here	Parent Coordinator Blanca Ortiz
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	17
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	202	Total Number of ELLs	47	ELLs as share of total student population (%)	23.27%
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Part II: ELL Identification Process

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

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

Each year DLMS begins the process of identifying students who have previously identified as ELLs through NYSESLAT analysis and review of ATS data. Approximately seven teachers on staff are native Spanish speakers, and ten more are demonstrate conversational mastery of the Spanish language. In addition, the ESL teacher(s) administer the home language survey in order to identify necessity of administration of the LAB-R. For those students who are newly admitted to the New York City Public Schools system upon enrollment at DLMS, Home Language Identification Surveys are completed immediately when students are enrolled by the ESL teacher(s). All students' whose families indicate a home language other than English are then administered the LAB-R in order to determine eligibility for ESL services during the school day. Within 10 days of enrollment, students' whose home language survey indicates any language other than English, the ESL teacher administers the LAB-R to the student. Finally, each year begins with a strategic analysis of the NYSESLAT by administrators and instructional staff. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided ELL students throughout the school day. In order to ensure that parents are aware of the different options available, workshops are organized by School Leadership Team members, the parent coordinator, and community assistants on staff.

At the beginning of the school year, language-support services available in our school are discussed with parents during parent workshops. The ESL teacher, School Leadership Team, and Parent Coordinator and Community Associates explain and discuss options for ESL and dual language instruction with parents. Parents are also consulted regarding TBE, DL, and ESL support.

In order to ensure that program selection and parent survey letters are returned, community associates, ESL staff, and the Parent Coordinator organize a comprehensive parent outreach effort through phonecalls, one-on-one conferences, and meetings with parents to address any questions about program availability and/or ESL services within the school. All parents are asked to complete entitlement letters during the orientation phase of the school year. Letters are collected, catalogued, and responses are organized in order to meet the needs of ELLs as indicated by parent choice. According to parent survey and program selection letter responses, 100% of respondents indicate a desire to participate in the 70% English/30% Spanish Dual Language program with freestanding ESL support.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		0	0							0
Dual Language		0	0							0
ESL	10	0	1	25		13	12		13	47
Total	10	0	1	25	0	13	12	0	13	47

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	0	0					0
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Spanish													13	51	20	58	14	45	47	154
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	13	51	20	58	14	45	47	154											

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	20	14					47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	13	20	14	0	0	0	0	47

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Students identified as ELLs receive support within content-area instruction to support learning in ELA, math, and other content areas. All students, regardless of language proficiency, receive 450 minutes of literacy and English Language instruction through whole-class and small group reading and content area instruction. In addition to intervention provided during the school day, students participate in small group afterschool instruction for ELA, Math, Science, and Social Studies. Most students scoring within the Beginner range of proficiency according to the NYSESLAT are those who have been in an English Language system for three years or less. In order to support transition, these students receive small group reading instruction three times per week, as well as small group afterschool support in order to improve language acquisition and proficiency. Students scoring within the intermediate range of proficiency are generally identified as long-term ELLs or students who are both ELLs and those who receive Special Education Services. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in the areas of English Language Arts, Science, Social Studies, and/or Math. Students who demonstrate NYSESLAT results within the Beginner or Intermediate proficiency range receive small group Freestanding ESL instruction for a minimum of three 60-minute periods per week in addition to mandated English Language Arts instruction and instruction available in students' native language, Spanish for a total of 180 minutes per week. Those students who are identified as SIFE (although none are currently enrolled at our school), we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. In addition, the LAB-R is provided for those SIFE students who indicate a home language other than English (upon enrollment). These students are provided small group support within content-area instruction in order to differentiate and address students' learning needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups are experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT outcomes. Those students performing within the beginner range also have an opportunity to participate in intensive, small group literacy instruction through a program called READ180.

In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum. In the 2011-2012 year, Dual Language Middle School will implement a computer-based reading comprehension and fluency program that is research based and proven to improve language development of ELLs as a part of the ESL program. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental examination in the students' native language (in this case, Spanish) for reference. All ELL students participate in Spanish language instruction in order to strengthen the transference of language development in both native and second language. In addition, all ELLs are offered both visual and performing arts classes during the school day. Sixth, seventh, and eighth grade ELL students and ELL students with disabilities participate in the general education curriculum full-time with push-in support. Finally, Visual Art is offered at least two periods per week and performing arts (Dance) a minimum of three periods per week for all students, including ELLs and ELLs with disabilities.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

Although we are not a strict Dual-Language model school, we do offer a 70% English/30% Spanish Dual Language approach to Native Language instruction across all three grades. The language needs of ELL students inform instruction across all content areas in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting. Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional enrichment during both extended day and after school programs. During the school day all teachers participate in collaborative planning meetings within and among departments in order to enhance language instruction within the content areas. Within the ESL program, specifically, all ESL instruction is delivered within the core content areas. Students' schedules and service provision reflect students needs and proficiency levels, as follows: for those students within the beginner range of language proficiency, ESL services are provided according to mandates within ELA and small group literacy in addition to Social Studies instruction. For those students within the intermediate or advanced ranges of proficiency, ESL is provided within ELA and Social Studies instruction. In all content areas teachers use SmartBoards, individual computers, and audiovisual equipment (including video clips and audiobooks, as appropriate) to engage and support students' language development and overall learning. With respect to language electives, a unique feature of Dual Language Middle School is Spanish language and literacy instruction: one-hundred percent of students, including English Language Learners, participate in Spanish language instruction during all three years of enrollment.

Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting. Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

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)?

During the 2011-2012 school year, Dual Language Middle School is implementing a 70% English/30% Spanish approach to dual language instruction. All three modalities, English Proficient students and ELLs participate in the school day with all students participating in

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.

In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon ESL language instruction across content areas. Instructional staff use multiple resources, including Building Academic Vocabulary by John Marzano and Classroom Instruction That Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. All instructional staff members including the assistant principal, ESL coordinator, content area teachers, guidance counselors, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need. All of the aforementioned school staff utilize strategies from professional development and ample co-planning opportunities with ESL certified teachers to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum.

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?

Dual Language Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. In September, DLMS hosts a parent orientation for all parents of students new to the DLMS community. During this meeting parents are informed of the programs available within the school. School administrators, faculty and staff, office support staff and the Parent Coordinator work tirelessly to provide parent workshops throughout the school year to encourage parent involvement and understanding of all available options. During this time, parents participate in informative workshops to enhance understanding of resources available through the New York City Department of Education. After reviewing parent program choice letters for the current school year, 100% of respondents indicate a wish to continue the current program of service delivery: push-in ESL services within the content areas. Given this knowledge, there is no need to adjust the current model of ESL instruction within our school community. In addition, all students who are newly admitted to the New York City Public Schools upon enrollment at Dual Language Middle School are asked to complete a Home Language Identification Survey. Students whose families indicate a home language other than English are then administered the LAB-R in order to determine students' eligibility for ESL services.

Throughout the year, all notices and school-home communication are provided to parents in both Spanish and English. ESL teachers, the Parent Coordinator, and support staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and all bilingual staff are available to interpret information in the parents' native language. Parent survey data indicate that Free Standing ESL instruction is the current program of preference. In accordance with these findings, DLMS currently offers Free Standing ESL in grades 6-8. This program takes place both during the school day and after school hours in the form of team-teaching and small group instruction, respectively. The Parent Coordinator, Advisors, and ESL teachers continuously use informal conversations and parent workshops to further identify parent preferences. In addition to these ongoing, informal means of data collection, students' advisors and ESL teachers reach out to individual families to identify students' ESL needs in conjunction with NYSESLAT proficiency levels and length of time in an English-language school system. In sum, ESL programs currently offered at DLMS are aligned with parent requests and undergo revision as necessary. ESL programs are differentiated to meet the needs of students testing in all levels of proficiency according to the NYSESLAT, as well as students who have recently matriculated to an English Language Education system.

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)							2	0	0					2
Intermediate(I)							5	6	4					15
Advanced (A)							6	14	10					30
Total	0	0	0	0	0	0	13	20	14	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	6	0	0	10
7	6	12	1	0	19
8	3	12	0	0	15
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	0	11	0	0	0	0	0	12

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	0	0	6	0	9	0	4	0	19
8	0	0	7	0	8	0	0	0	15
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	3		8		6		0		17
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	21		22	
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.

The DLMS data inquiry team members and LAP team members have reviewed the results of the 2010-2011 NYSESLAT in depth to identify student trends and needs in all grade levels. Most students scoring within the Beginner range of proficiency according to the NYSESLAT are those who have been in an English Language system for three years or less. Students scoring within the intermediate range of proficiency are generally identified as long-term ELLs or students who are both ELLs and those who receive Special Education Services. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in the areas of English Language Arts, Science, Social Studies, and/or Math. Students who demonstrate NYSESLAT results within the Beginner or Intermediate proficiency range receive small group Freestanding ESL instruction for a minimum of three 60-minute periods per week. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental examination in the students' native language (in this case, Spanish) for reference. Students given access to the general education curriculum with ESL support provided through a push-in model demonstrate significant gains in proficiency in all four modalities assessed. In addition, these students demonstrate consistent improvements in all of the modalities year to year.

General trends from the 2007-2008 school year to now indicate that students in all grades consistently demonstrate the highest levels of proficiency in the speaking portion of the NYSESLAT. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners. In contrast, students have demonstrated the lowest levels of proficiency in reading comprehension. This need is being addressed through multi-modal ESL support, including small group, computer-based literacy instruction. Finally, students demonstrated marked improvements within the writing portion of the NYSESLAT assessment during the 2010-2011 school year. During the 2006-2006 school year the LAP team determined that students demonstrated an average decrease of one percent from grade to grade on the writing portion of the NYSESLAT. These findings inspired a school-wide focus on writing instruction across content areas, resulting in a vast improvement during the 2010-2011 school year. This improvement can be attributed to collaborative efforts of ESL and content area teachers focusing upon strengthening all students' writing skills across the grade level curriculum.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Dual Language Middle School</u>		School DBN: <u>03M247</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudia Aguirre	Principal		1/1/01
Jessica Luciano	Assistant Principal		1/1/01
Blanca Ortiz	Parent Coordinator		1/1/01
Maria Cahn	ESL Teacher		1/1/01
	Parent		1/1/01
Caitlin Caldwell/S.E.	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M247 **School Name:** Dual Language Middle School

Cluster: 1 **Network:** Bridges for Learning Network

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.

DLMS has several native speakers of Spanish on staff, as well as many members who are proficient Spanish speakers and writers. All written communications between the school and students' homes are provided in both languages as a matter of school protocol. All school functions, such as Open School Night, graduation, and other celebrations, are also conducted bilingually. A bilingual staff member is always available to facilitate parent-teacher conferences if the need arises. Additionally, our bilingual school aides are always available to assist any non-English speaking parent at school. The Parent Coordinator at DLMS is also bilingual individuals who strive to strengthen the connection between home and school.

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.

We fulfill all our school's written translation and oral interpretation needs using the resources present in our staff. Based on the minutes of Parent Association meetings and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications.

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.

DLMS will continue to provide the translation and interpretation services described above. All written translations will continue to be performed by native Spanish speaking staff members, and checked by a bilingually certified teacher.

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.

DLMS will continue to provide oral interpretation services described above. When needed, all oral interpretation will be provided by native Spanish speaking staff members.

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

All parental notification translation and interpretation needs for the DLMS community are met in-house. All notices to parents go home in both English and Spanish throughout the year. Due to the nature of the school, i.e. a Spanish-English dual language program, English and Spanish are the only languages needed to communicate information to parents. All notices, schoolwide events, parent-teacher conferences, parent workshops, etc. are provided in both English and Spanish to consistently meet the language needs of our school community.

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: Dual Language Middle School	DBN: 03M247
Cluster Leader:	Network Leader: Marina Cofield, Megan Roberts
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

- The Content Area Enhancement program will serve approximately 47 Limited English Proficient (LEP) students four sessions per week for one hour after school: Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. and Wednesdays and Fridays from 2:35 p.m. to 3:35 p.m.. Participants will be students in 6th, 7th, and 8th grades who performed at beginner, intermediate, and advanced levels of proficiency according to the 2009 NYSESLAT results. The program will begin during the last week of September, 2011 and continue through the last week of June, 2012. One ESL certified teachers will be responsible for planning and implementing the curriculum. Student gains will be measured using performance results on 2011 NYSESLAT, NYS Math, and ELA tests, and teacher developed assessments. The purpose of the program is to provide LEP students with small-group, differentiated academic support for the development English language proficiency as applied to listening, speaking, reading, and writing as well as supplemental preparation for the NYSESLAT examination. The goal of this program is to prepare LEP students for the listening, speaking, reading, and writing sections of the NYSESLAT, thereby increasing student preparation for the NYSESLAT exam as evidenced by the 2011-2012 exam results.

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:

- Building Academic Vocabulary by Robert J. Marzano: (One professional development session per month in January, March, and May) This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum.
- Bank Street College Language Series: (January and February) Both ESL teachers responsible for the planning and implementation of the ESL afterschool program will be given opportunities to participate in the Bank Street College Language Series, as well as any other city and state sponsored conferences and workshops focused on the instruction of LEP students.
- Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen

Part C: Professional Development

M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

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:

- Two parent workshops will be held during the school year in order to support the parents of LEP students. These workshops will be provided by the parent coordinator. The first workshop will be held during the beginning of the year to address parent orientation to the Dual Language Middle School community, as well as the unique academic and social needs of LEP students. The second workshop will be held during the middle of February. At this time, parents will be invited to visit classrooms and meet with their students' teachers to discuss preparation for the upcoming NYSESLAT and student progress. Both of these programs will be paid for by funds other than Title III.

Part E: Budget

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

Allocation Amount: \$15,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$9,000</u>	<u>107. 19 per-session hours for 2 teachers at 41.98 per session for ESL after school program for students in grades 6, 7, and 8</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$4,500</u>	<u>NYSESLAT exam preparation materials, instructional resources for teachers (80 copies of Getting Ready for the NYSESLAT and Beyond and teacher manuals)</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	<u>\$1,500</u>	<u>Parental involvement workshops (Funds for facilitators, workshop materials)</u>
TOTAL	<u>\$15,000</u>	