



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : TECHNOLOGY, ARTS AND SCIENCES STUDIOS MS 301

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M301

PRINCIPAL: GEORGE MORGAN **EMAIL:** GMORGAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

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
George Morgan	*Principal or Designee	
Deanna Keller	*UFT Chapter Leader or Designee	
Judy Garner-Wortzel	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Adam Gutterman	Member/teacher	
Brian McCarthy	Member/teacher	
Raul Martinez	Member/parent	
Sheila Hart	Member/parent	
Y:vette Diaz	Member/parent	
TBA	Member/teacher	
TBA	Member/parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

We will increase our level 3 and 4 students by 10% on the Standardized ELA exam.

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.

On the ELA student performance section of the 2010-2011 Progress Report, we only had 21.2% of our students scoring in level three and level four. We were well below our peer range, and the overall city range.

Instructional strategies/activities

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

Literacy coach to work with teachers two times per week to develop cohesive, Common Core Aligned Curriculum.

Teachers across the content areas will develop, refine and regularly utilize a protocol for looking at student writing for the purpose of norm based grading and building a cohesive cache of writing strategies that are grade level appropriate and can be re-enforced throughout the school. Teachers will have opportunity to meet in departments and in grade level once per week.

Bi-weekly grade meetings and by-weekly department meetings the main objective of which is to examine student writing using an accepted protocol

Develop content area tasks that correspond to core writing standards

ELA teachers will assess all students in reading using TC assessments.

Teachers will develop literacy tasks that are aligned to core curriculum standards

Time Line:

- Literacy coach weekly on Mondays and Thursdays. Half a day each from October 1 through year's end.
- Grade teams meet twice per month from September through June.

- Tasks will be developed by December 23, and will be implemented by February 1.
- TC assessments will be complete by October 31 and reassessments will be completed by March 30 and May 31.

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.
 - *TASS will provide materials and training to help parents work with their children to improve their achievement level in literacy through rolling out Independent reading policy at PTA meetings, and provided literacy workshops through PTA meetings.*
 - *TASS will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by ensuring that all teachers regularly reach out to teachers through regular phone calls and real time on line grading system (Jupiter Grades).*

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.

TASS has a highly qualified English Department, and we continue to improve our teachers through multiple PD opportunities, the addition of a literacy coach that works one on one or with the team, and regular team meetings.

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.

TASS has partnered with BiNet INC. through Federal funding in order to provide afterschool instruction to level one and level two students. BiNet works in our school building and provides literacy instruction and family outreach to all title one students.

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.

Highly qualified ELA and Special Education teachers funded with a combination of Tax Levy, FSF, and C4E funding source.

Professional Development coverage funded with Title one.

Literacy coach provided through network budget.

BiNet INC. is Federally funded through SINI initiative.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Teachers will complete curriculum units and create rigorous student tasks aligned to the Common Core standards embedded in units of study.

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.

School received a 7.5 in the Academic Expectations of last year's Environment survey. We would like to increase this to an 8, by focusing on rigor in the classrooms.

Instructional strategies/activities

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

ELA and Math teachers will meet twice a month to work on vertically aligned units and respective tasks

Tasks will be accomplished by students in mid January, and will reflect instruction that centers on skills, content and core curriculum tenets during the November and December units.

The Principal will implement short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice

Principal will develop a web based rubric based on Charlotte Danielson's Framework for teaching. Principal will observe each teacher 6 times throughout the course of the year -- giving immediate verbal and written (by way of email) feedback.

Time stamped entry on Google Forms template customized with a Danielson based rubric.

Scheduled inter-visitations with other New York City Schools to learn new strategies and best teaching practices.

Time Line:

- Department teams meet twice per month from September through June.
- Tasks will be developed by December 23, and will be implemented by February 1.
- Principal classroom mini observations – 5 per year round one by November 30, Round two by January 15, round three by March 1, round 4 by May 1, round 5 by June 28

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.
 - *TASS will provide materials and training to help parents work with their children to improve their achievement level in literacy through rolling out Independent reading policy at PTA meetings, and provided literacy workshops through PTA meetings.*
 - *TASS will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress by ensuring that all teachers regularly reach out to teachers through regular phone calls and real time on line grading system (Jupiter Grades).*

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.

TASS has a highly qualified teachers, and we continue to improve our teachers through multiple PD opportunities, the addition of a literacy coach that works one on one or with the team, and regular team meetings.

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.

Not Applicable

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.

Title one funding to provide coverage when teaching teams go on inter-visitations.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Increase overall attendance % rate from 88.6% to 90%

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.

According to our 2010-2011 Progress Report, our Attendance rate was 88.6% (29.5% of peer range, and 13.6% of city range). We need to see a marked improvement.

Instructional strategies/activities

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

Aggressive outreach to families about attendance

Bi weekly attendance meetings with dean, guidance counselor, principal and attendance teacher

Regular phone calls and letters sent home (i logged) by guidance counselor and school aide.

*Implementation of on line report card (**JupiterGrades**) in order to give parents real time data including classroom attendance.*

Rewards for good attendance at regular intervals -- Each month students with perfect attendance will be celebrated with their name displayed, and will receive the privilege of attending a Friday afternoon movie with popcorn and snacks.

Time Line:

Attendance team will meet every last Monday afternoon of each month to look at attendance rates and monitor our progress.

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.

- TASS will provide materials and training to help parents work with their children to improve their achievement level especially in the area of technology

so that parents can access real time on line reports.

- TASS will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through PTA outreach and extra school functions.
- TASS will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through the use of regular outreach by our school aide, counselor, parent coordinator, dean and principal.
- TASS will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand, for example the monthly dissemination of the school calendar listing important upcoming events. Fliers printed in Spanish and Bengali in order to reach not English speaking families.

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.

Not applicable

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.

Our Guidance Department works closely with Administration of Child Services and the subsidiary organizations that they farm out to (Catholic Guardian, or University Settlement, etc.) on attendance issues.

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.

**Attendance teacher funded with AIDP Attendance funding,
School Aide funded 43% Title one SWP and 43% TL FSF,
Counselor funded 39% Title One SWP and 59% Mandated Counseling funds.
parent coordinator funded with Parent Coordinator funds
Principal funded with Tax Levy FSF**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	13	7	3	4				
7	18	12	4	0				
8	17	13	3	4				
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	Balanced literacy small group and one on one instruction before school 3 days per week.
Mathematics	Small group and one on one instruction before school 3 days per week
Science	Small group and one on one instruction before school 3 days per week
Social Studies	Small group and one on one instruction before school 3 days per week
At-risk Services provided by the Guidance Counselor	At risk counseling provided by counselor and Hunter College interns on an as needed basis during the school day.
At-risk Services provided by the School Psychologist	As needed during the school day
At-risk Services provided by the Social Worker	As needed during the school day

At-risk Health-related Services	As needed during the school day
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

- *Per session hours on Saturday mornings for small group instruction. (See grant chart)*

Time Line:

- *Literacy coach weekly on Mondays and Thursdays. Half a day each from October 1 through year's end.*
- *Grade teams meet twice per month from September through June.*

Part B: For Title I SINI Schools Only

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

10 % of title one funds are used to support a part time professional development coach who works with the whole staff in the areas of literacy and special education. He creates professional development agendas for the various pd days that occur over the course of the year, and he provides pd agendas and meeting protocols for teacher meetings on a weekly basis throughout the course of the year. Furthermore, he works leads our special education department and provides one on one and group pd in the areas of collaborative teaching and IEP goal setting.

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

All ELA teachers have scheduled one on one meeting time with a highly qualified literacy coach who provides one on one mentoring and planning help.

All ELA teachers have visited other area middle schools to observe best practice, and have made "friends" in other schools.

All team meetings are led by a lead teacher who facilitates meeting and discussions on student writing.

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

The school will send home parent notification letters through backpack mail in multiple languages. Also, the principal will include it in his monthly reports to the PTA.

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

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 1	School Number 301	School Name TASS Middle School
Principal George Morgan		Assistant Principal	
Coach Courtney Dowd		Coach	
Teacher/Subject Area Margaret Jones/ESL		Guidance Counselor Michael Goodwin	
Teacher/Subject Area		Parent Judy Garnar-Wortzel	
Teacher/Subject Area		Parent Coordinator Darlene Fein	
Related Service Provider		Other	
Network Leader Marina Cofield		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	187	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	6.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

(1) HILS Language Survey administered by Margaret Jones, Certified ESL Teacher and Liaison) to three students and their families (Tibetan, French and Chinese). Informal interview and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. Parents of all three children selected Free-standing ESL Program. In addition to the LAB-R standardized assessment, the NYSESLAT is administered every spring by the certified ESL teacher. This test assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening tests are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including X-coded students with IEPs who do not require services. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

(2) Margaret Jones, Certified ESL Coordinator and Teacher shows ESL orientation video and explains options to parents via interpreter if needed. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.

The ESL teacher informs the family that the student's placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified. Parents should be encouraged to select one program for the duration of the child's education. Research suggests that staying consistently with one language program – instead of switching between two or more programs – may be more beneficial for acquiring a second language. The parent or guardian should also be informed that both TBE and dual language programs offer the most Native Language Arts, or NLA support, with 100 percent and 50 percent, respectively; bilingual support may accelerate the acquisition of L2. Conversely, Freestanding ESL offers only about 25 percent NLA support, more or less. After the brochure and DVD are viewed, and all programs are thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language. If the “Parent Survey and Program Selection” form is not returned by a specific due date, then the student will be enrolled in a Transitional Bilingual Education program at the school, if there are a sufficient number of students who speak the same language. If TBE or bilingual education is not available at the school, the student may be placed in a Freestanding ESL program.

(3) Entitlement and Continuance Letters mailed to parents/guardians of all ELL's and follow up call to confirm parents received letters, returned letters kept on file in PL 154 Binder in ESL Office.

(4) Margaret Jones, ESL Coordinator contacts DOE Translation Services to explain options. Criteria used to determine which level is appropriate in determining placement.

(5) A review of Parent Survey and Program Selection forms a trend toward free standing ESL programs. Of the 12 parents who completed the survey in the past two years,, 11 opted for a Free Standing ESL program, and one opted for a Transitional Bilingual program.

(6) Program models are aligned with parent requests. All parents opted for Free-standing ESL program and all choices and requests were accomodated. Parents of newly arrived students tend to select transitional bilingual programs.

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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		<input type="text"/>	<input type="text"/>	<input type="text"/>	0					
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	5	<input type="text"/>	1	2	<input type="text"/>	<input type="text"/>	5	1	4	12
Total	5	0	1	2	0	0	5	1	4	12

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Chinese	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Russian	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Bengali	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Urdu	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Arabic	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Haitian	000	000	000	000	000	000	000	000	000	000	000	000	000	0
French	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Korean	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Punjabi	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Polish	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Albanian	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Yiddish	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Other 00	000	000	000	000	000	000	000	000	000	000	000	000	000	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																		
Spanish	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Chinese	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Russian	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Korean	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Haitian	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
French	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Other	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	000	000	000	000	000	000	000	000	0	0
Chinese	000	000	000	000	000	000	000	000	0	0
Russian	000	000	000	000	000	000	000	000	0	0
Korean	000	000	000	000	000	000	000	000	0	0
Haitian	000	000	000	000	000	000	000	000	0	0
French	000	000	000	000	000	000	000	000	0	0
Other	000	000	000	000	000	000	000	000	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number):	
African-American: <input type="text"/>	Asian: <input type="text"/>
Hispanic/Latino: <input type="text"/>	Other: <input type="text"/>
Native American: <input type="text"/>	White (Non-Hispanic/Latino): <input type="text"/>

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	<input type="text"/>	2	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5						
Chinese	<input type="text"/>	2	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3					
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1							
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	1	<input type="text"/>	1										
Haitian	<input type="text"/>	0												
French	<input type="text"/>	1	<input type="text"/>	1										
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Other	<input type="text"/>	1	<input type="text"/>	1										
TOTAL	0	0	0	0	0	0	5	2	5	0	0	0	0	12

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

1. Dual Model for Differentiated Instruction

Technology, Arts, and Sciences Studios uses the Push-In [Co-teaching] model for 16 periods (60 minutes each), with up to eight periods of pullout instruction (60 minutes each).

Push-in Instruction (Co-Teaching)

ESL and ELA teachers work together to co-teach ELLs, mainstream, and special education students in 16 periods of push-in service (45 minutes each). The certified ESL teacher serves 14 eligible ELLs (19 ELLs in total, including 5 X-coded students). According to the 2009 NYSESLAT, out of 12 eligible ELLs, 9 ELLs are advanced, 2 ELLs are intermediate, and 3 ELLs are beginners. Within the 5 X-coded ELLs, two are advanced, two tested as intermediate, and one as a beginner on the 2011 NYSESLAT.

ELLs, as well as a number of non-eligible and former ELLs, receive the benefits of reading and writing interventions, through programs such as a Reading and Writing Workshop, computer technology (a teacher designed Wiki with self-directed and independent activities that are designed to differentiate instruction, and finally, explicit teaching of literacy strategies via push-in co-teaching at TASS.

Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and writing strategies, literature, vocabulary, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, and other helpful methods and techniques, to enhance comprehensive input for all students.

Pullout Instruction

We have six scheduled periods, one hour each, of pullout instruction, as well as three extended day 60 minute periods. In the pullout periods, we are serving two newcomers from France and Tibet as well as a three long-term ELL who have consistently tested as a beginner/intermediate on the NYSESLAT for several years. Pullout services have been scheduled mainly during Spanish language and arts classes.

All students in the pullout class need intensive instruction and intervention. The class allows the students to gain access to high interest, lower-level reading materials, as well as engage in project-based learning with an emphasis on creativity and higher-level thinking skills. Students practice all four ESL modalities, through technology, literacy interventions, research, presentation, and journal and essay writing. All students who receive pullout services also receive push-in classes in ELA. The pullout sessions are important for intensive work in writing and reading skills, but the push-in sessions help to integrate the ELLs into the ELA curriculum.

In general, we pull out only about 3 or 4 ESL students, scheduling the pullouts during arts and Spanish classes. Therefore, ELLs may miss only a minimal amount of classes in the content areas. As ELLs become more advanced in their Basic Interpersonal Communication Skills (BICS), develop academic language, and experience increases in reading levels, they will be able to better engage in grade-level content classes.

b. What are the program models?

The classes often travel together as a group because ELLs are integrated with monolingual students. For example, ELLs are often placed in one class per grade (602, 702, 801). Others attend self-contained special education classes.

The pull-out classes are ungraded, containing both 7th and 8th graders (between lower level beginner to intermediate proficiencies).

In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organized and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choice of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles. (Columbia Teachers College ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies.

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.

NLA Usage/Support

TBE

Even before our students begin to read teachers activate prior knowledge based on the subject at hand. We explicitly teach the necessary background knowledge, concepts, literacy strategies, and vocabulary, which in turn increases student comprehension and understanding. We may instruct and encourage the use of graphic organizers to help students to plan and draft writing. Instructors often ask leading questions based on the passage, questions, and writing prompts, and give individualized attention, which helps students to transfer, analyze, and evaluate what they have learned from the readings. Students learn to pinpoint specific thought processes, connect sentences to generate meaning, and how to use transitional phrases to enhance all written communication.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoint and Microsoft Publisher presentations in groups. ELLs are required to extend their thinking beyond the text, and to talk about

their own lives in relation to the text. They are encouraged to make text-to-text, text-to-self, and text-to-world connections, based not only upon the book but upon subjects they are interested in, but which are also connected to the text. The ESL teacher provides background and technical information, helps the student to improve research skills, and scaffolds the writing process (Including but not limited to pre-writing, graphic organizers, vocabulary and paragraph structure.

5. Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs.

4.a. For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English,

C. Schools with Dual Language Programs

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

incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary

D. Professional Development and Support for School Staff

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

1. ESL Teacher attended Wilson Reading Training, Level One to address students who are on an IEP and receive ESL services, June 2011. ESL teacher will attend the following conferences during the 2011-12 school year:

questions which are aligned with common core standards.

D. Professional Development and Support for School Staff

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

1. ESL Teacher attended Wilson Reading Training, Level One to address students who are on an IEP and receive ESL services, June 2011, ESL teacher will attend the following conferences during the 2011-12 school year:
2. Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years.
3. Certified ESL teacher gives periodic presentations to staff on current ESL Research and Best Practices

c. Describe your plan for ELLs receiving service 4 to 6 years.

Middle school ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students

E. Parental Involvement

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

1. ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes.

2. TASS is school partners with the following Community Based Organizations which preform workshops for both children and parents: Third Street Music, Lincoln Center Institute, Learning Leaders and New York Univeristy. These institutions expose students and their families to different cultural and educational opportunities that bridge the gap between learning outside the classroom to inside the classroom.

3. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to

4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development.

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 Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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)?

D. Professional Development and Support for School Staff

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

1. ESL Teacher attended Wilson Reading Training, Level One to address students who are on an IEP and receive ESL services, June 2011, ESL teacher will attend the following conferences during the 2011-12 school year:
2. Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years.
3. Certified ESL teacher gives periodic presentations to staff on current ESL Research and Best Practices

E. Parental Involvement

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

1. ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes.
2. TASS is school partners with the following Community Based Organizations which preform workshops for both children and parents: Third Street Music, Lincoln Center Institute, Learning Leaders and New York Univeristy. These institutions expose students and their

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.

4. The following data from the 2011 NYSESLAT is based on our roster of 12 ELL students, aggregated from all grades

Speaking/Listening Sections (S/L Modalities)

Zero students tested at the beginner level (0 percent).

Two students tested at the intermediate level.

Of those 2 students who tested intermediate in S/L modalities, one is a newcomer and the other is a Long-Term ELL in self-contained Special Education.

Reading and Writing Sections (R/W modalities)

o Three out of 18 ELLs tested at the beginner level in reading and writing (22 percent).

• Of the four students who tested as a beginner in the R/W modalities, one falls into the range of 0-3 years of service (33 percent), one falls into the range of 4-6 years of service (33 percent), and one is a Long-Term ELL (33 percent). Two out of three students in this category are also in self-contained special education classes (66 percent).

o Five out of 18 ELLs tested as intermediate in the reading and writing modalities (28 percent).

• Of five ELLs intermediate in the R/W modalities, three have had 0-3 years of service (60 percent), one has had 4-6 years of service (20 percent), and one is a Long-Term ELL (20 percent). Four out of five students in this category are in self-contained special education classes (80 percent).

E. Parental Involvement

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

1. ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes.

2. TASS is school partners with the following Community Based Organizations which preform workshops for both children and parents: Third Street Music, Lincoln Center Institute, Learning Leaders and New York Univeristy. These institutions expose students and their families to different cultural and educational opportunities that bridge the gap between learning outside the classroom to inside the classroom.

3. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to

4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development.

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)	000	000	000	000	000	000	000	1	1	000	000	000	000	2
Intermediate(I)	000	000	000	000	000	000	3	2	000	000	000	000	000	5
Advanced (A)	000	000	000	000	000	000	000	000	5	000	000	000	000	5
Total	0	0	0	0	0	0	3	3	6	0	0	0	0	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	000	000	000	000	000	000	000	000	2	000	000	000	000
	I	000	000	000	000	000	000	2	2	000	000	000	000	000
	A	000	000	000	000	000	000	000	4	000	000	000	000	000
	P	000	000	000	000	000	000	000	000	1	000	000	000	000
READING/ WRITING	B	000	000	000	000	000	000	3	000	2	000	000	000	000
	I	000	000	000	000	000	000	4	3	000	000	000	000	000
	A	000	000	000	000	000	000	0	000	2	000	000	000	000
	P	000	000	000	000	000	000	000	000	1	000	000	000	000

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	000	000	000	000	0
4	000	000	000	000	0
5	000	000	000	000	0
6	2	000	000	000	2
7	3	2	000	000	5
8	2	2	000	000	4
NYSAA Bilingual Spe Ed	000	000	000	000	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	000	000	000	000	000	000	000	000	0
4	000	000	000	000	000	000	000	000	0
5	000	000	000	000	000	000	000	000	0
6	2	000	000	000	000	000	000	000	2
7	5	000	000	000	000	000	000	000	5
8	2	000	1	000	000	000	000	000	3
NYSAA Bilingual Spe Ed	000	000	000	000	000	000	000	000	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
8	1	1	□□□	□□□	1	1	□□□	□□□	4
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
8	1	□□□	2	□□□	1	1	□□□	□□□	5
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	□□□	□□□	□□□	□□□
Math	□□□	□□□	□□□	□□□
Math	□□□	□□□	□□□	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	□□□	□□□	□□□	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	□□□	□□□	□□□	□□□
Foreign Language	□□□	□□□	□□□	□□□
Other	□□□	□□□	□□□	□□□
Other	□□□	□□□	□□□	□□□
NYSAA ELA	□□□	□□□	□□□	□□□
NYSAA Mathematics	□□□	□□□	□□□	□□□
NYSAA Social Studies	□□□	□□□	□□□	□□□
NYSAA Science	□□□	□□□	□□□	□□□

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
Chinese Reading Test	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

B. After reviewing and analyzing the assessment data, answer the following

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

- TASS Middle School uses TCRWP as well as the QRI to assess the early literacy skills of ELL's. These are administered by the ESL teacher during ELA classes and self-contained (pull-out) ESL classes.
- The majority of ELL's at TASS score in the intermediate and advanced range of the NYSESLAT on Listening/Speaking section, while scores on the Reading/Writing were somewhat lower.
- In Freestanding ESL at TASS, NLA content is delivered via bilingual dictionaries (books and computerized directories), through visuals, gestures, audio, movies, and other sensory media, and through reference to items found in the student's home countries. An elementary knowledge of other languages (Spanish) from the certified ESL teacher and other content area educators can also be helpful for our ESL students. Newcomer ELLs often work in groups with other students who speak the same language. We possess a small bilingual library of books – both fiction and non-fiction – borrowed from the public library or owned by the school available to our students. We intend to increase this collection by 20% this year in order to serve the needs of an increasingly high scoring reading scores on the NYSESLAT.
- ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Liaison is working closely with the Literacy Coach to align ELA and ESL tasks and Common-Core Standards

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.

- The following data from the 2011 NYSESLAT is based on our roster of 12 ELL students, aggregated from all grades Speaking/Listening Sections (S/L Modalities)

Zero students tested at the beginner level (0 percent).

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• Of the four students who tested as a beginner in the R/W modalities, one falls into the range of 0-3 years of service (33 percent), one falls into the range of 4-6 years of service (33 percent), and one is a Long-Term ELL (33 percent). Two out of three students in this

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 010301 **School Name:** TASS Middle School

Cluster: _____ **Network:** 101

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.

TASS uses data provided by the Home Language Survey and Parent Orientation to determine which parents require and/or prefer translation services. All school and Department of Education brochures are translated upon request. Posters published in several languages by the Department of Education Translation and Interpretation Unit are posted throughout the school in addition to the entrance of the building complex.

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.

School personnel were notified via email of students who are ESL entitled as well as their levels as indicated by the NYSESLAT or LAB-R. According to the HLS and Parent Preferred Language Questionnaire materials are translated into Arabic, Bengali, Chinese, French, Spanish and Tibetan.

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.

TASS provides bi-lingual dictionaries for a all content areas in the following languages: Arabic, Begali, Chinese, French, Spanish and Tibetan. The school will provide translations for the following exams: Math and Grade 8 Science. Each ESL entitled student receives a bi-lingual glossary for each content area. Parents were notified via email and oral interpretation via telephone that translation services would be available for Parent Teacher conferences. All personnel receive DOE form requesting Translation Services. Personnel are aware of procedure for contacting the ESL or Parent Coordinator to make request for translation/interpetation services. Teachers and Guidance staff make telephone calls regarding student process via Translation Services.

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.

Parent Coordinator and ESL coordinator work closely together to enure that all translated materials are visible and that all school and parent meetings will have oral translation services upon request. TASS Middle School uses outise contractor (DOE) for all languages except Spanish.

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>.

TASS will fulfuill Section VII of Chancellor's Regulations A-663 by notifying the Office of Teaching and Learning the the primary langauge spoken by the parent of each student enrolled in school. Our school will continue to provide Parent Orientation and HLS surveys to prospective students. ESL Coordinator and Parent Coordinator will ensure that posters offering translation services are conspicuously posted. ESL Coordinator maintains accurate and current records of primary language of each parent and will update that information on ATS.