



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NEW DESIGN MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M514

PRINCIPAL: DANIEL BLACK EMAIL: DBLACK3@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. GALE REEVES

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
Daniel Black	*Principal or Designee	
Marie Clevering	*UFT Chapter Leader or Designee	
Yuderkis Arias	*PA/PTA President or Designated Co-President	
Frank Walston	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	
Katheryn Romero	Member/ Parent	
Lisa Hodge	Member/ Parent	
Laura Lins	Member/ Teacher	
Jacqueline Taylor	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Increase the reading levels of current 6th grade students at New Design Middle School.

By June of 2012, 60% of our 6th grade students will realize growth of at least 1 year in their reading skills.

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.

Before we met our students only 34% of them achieved a reading score of a level 3 or 4 on the NYS Reading Test during 5th grade. On top of the proficiency problem on 36% of students realized a years worth of growth from 4th to 5th grade. Also, 48% of our students are in the city's lowest third in ELA scores for 2011. Not only are our students behind – they are not catching up at a pace that will ensure they will be reading on grade level by the time they reach High School. These reading proficiency issues were further realized when our school conducted the Fontas & Pinnell Benchmark Reading Assessment in October 2011 – 60% of our students are reading below a 5th grade level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Through a variety of means, New Design MS intends to create more time for reading both during and after the school day while engage in a continuous data driven cycle of the students reading levels through the year through multiple assessments. More time is created by:

- 1) Using the 37.5 minutes to form Reading Clubs for all students at the school four times a week. Students pick books on their level – use the time for sustained silent reading – then engage in reflection activities to summarize and record their reading. Teachers are responsible for conferencing with students during this time and creating an individual reading portrait of their students.
- 2) Inclusion of more informational texts into the unit and daily lesson plans in Math, Social Studies, and Science. All NDMS teacher know that they are literacy teachers so they are currently engaging in professional development throughout the year to help students improve their comprehension skills while in their classes to have pre, during, and after reading strategies while also focusing on making inferences.
- 3) ELA, ESL, and NLA teachers all use the readers/writers workshop model in their classrooms to ensure multiple texts that students are reading writing about. As the year progress – the units will be more complex to include two to three texts occurring at the same time to anchor the unit.
- 4) All classrooms have anchor activities in place to ensure that if students are done with their daily work they can go to each classroom's individual library and read engage in independent reading.
- 5) One of the homework requirements is that students spend 30 minutes of reading every night that they then respond to and fill out in their Reader's Log.

Throughout the year teachers assess the reading levels in small groups during Reading Club, on the class-wide level, and on the school wide level to determine the response, regroupings, and new strategies to help students increase their reading levels. In October and June Fontas & Pinnell's Benchmark Assessment system is used to track reading levels. In January and May – Performance Series will be used to quality control the Fontas & Pinell data as well as generate individual

student's Lexile scores to track growth and reading levels. In December and March all students take mock NYS ELA exams so that growth can be compared to 5th grade results as well as track growth throughout the year. These many data points all teachers to look at a wide variety of reading level growth to determine what adaptations need to be made in instruction to increase student performance.

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.

Parents look over their student's reading log every night to ensure they are reading for homework. Reading progress is also part of our Curriculum Night, Parent teacher conferences, and progress nights that happen after our Foundation Assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All New Design MS, as part of the new school in phase out situation for the NYC DOE – must go through a rigorous 18-D process to be hired. For the 2011-12 school year this means that all applicants must submit a Cover Letter and Resume followed by a Unit Plan using Backwards Design as well as a sample Foundation Assessment for that Unit Plan. All qualified applicants will then teach demonstration lesson at the school followed by an interview by the hiring committee – consisting of current New Design MS staff. All three parts of this hiring process will have a rubric used to track outcomes and benchmark them against our school's mission, instructional philosophy, literacy requirements, and assessment expertise of the candidates. After this process, candidates will be placed into vacancies for subject areas and grade levels that they are licensed for.

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.

SIG supports an instructional Assistant Principal to provide more supervision for reading club and all classrooms. SIG grant also supports unit plan development and inquiry cycles associated with them to increase the amount of reading in classrooms.

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 1 and FSF are being used to ensure that students have leveled books in all their classrooms that also interest them as well.

Title 1 and FSF are being used for professional development services for the entire staff around Reading Club, infusing reading comprehension strategies into the classroom, and Unit Planning with literacy in mind.

FSF funds are being used to ensure we have enough teachers at New Design MS to provide the small group setting during reading club during the day.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the conceptual mathematical skills of our 6th grade students.

By June of 2012, 60% of our students realize growth in 2 areas of the rubric NDMS uses to assess our students mathematical foundational skills in our DYO Assessments – (Foundations)

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.

Based on 5th grade NYS Math test data only 36% of our students are proficient from the 2011 results and 36% of our students were not able to realize a year's growth from 4th to 5th grade. Also, 47% of our students are in the city's lowest third for proficiency. The rubric used on our Foundation Assessment for Math has 5 parts – Insights, Computation, Reasoning, Strategies, Reasoning, and Conceptual Understanding. After our 1st Foundation Assessments, nearly 75% of our students scored a Level 1 and Level 2 on our rubric in those categories. The specific breakdown is below:

Rubric Segment	Percentage of Level 1s & 2s
Insights	75%
Computation	76%
Reasoning	76%
Strategies	74%
Conceptual Understanding	70%

Classroom teachers will:

- Set differentiated instruction goals for themselves and review mid and end of year based on Foundations assessments (October, January, June)
- Develop and implement a writing process and rubric for mathematics
- Use the Item Skills Analysis in both ARIS and the disaggregated mathematical foundation to focus instruction on areas of need as documented in Foundational Reflections three time a year. (October, January, June)
- Use Revision days to support students editing and revising their foundations.
- Differentiate instruction on a daily basis to better meet student needs

The Administration will work with teachers on an on-going basis to:

- Develop teacher understanding of higher order thinking skills and strategies
- Work with teachers to create three performance foundations that align with the common core.
- Conduct bi-monthly reviews of teacher progress toward their own differentiated instruction goals

- **Whole school data Days:** Three data days built into the schedule to act as benchmarks for data review.
- **Foundation Data Days:** Math teachers are do not teach three days so they can grade the foundations, set goals and assess benchmark progress.
 - Foundations data tool
 - Reflection Exercise and Looking Ahead
 - The next unit will be revised based on the data from the previous foundation to ensure that students are needs are being met.
- Learning goals will be on display in classrooms, evident in lesson plans and Units
- Higher order thinking skills and strategies will be evident in lesson plans and observed during formal and informal observations on an on-going basis
- Differentiated learning tasks geared toward higher performing students will be evident in lesson plans, on bulletin boards, in student work folders and observed during formal and informal observations on an on-going basis

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.

With progress reports and progress report nights after our Foundation Assessments parents can track their student’s individual progress and see their individualized goals moving forward.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All New Design MS, as part of the new school in phase out situation for the NYC DOE – must go through a rigorous 18-D process to be hired. For the 2011-12 school year this means that all applicants must submit a Cover Letter and Resume followed by a Unit Plan using Backwards Design as well as a sample Foundation Assessment for that Unit Plan. All qualified applicants will then teach demonstration lesson at the school followed by an interview by the hiring committee – consisting of current New Design MS staff. All three parts of this hiring process will have a rubric used to track outcomes and benchmark them against our school’s mission, instructional philosophy, literacy requirements, and assessment expertise of the candidates. After this process, candidates will be placed into vacancies for subject areas and grade levels that they are licensed for. New Design MS current math teachers will be involved in this process to make sure the incoming Math teachers meet the same high standards as our current staff.

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.
- SIG supports an Assistant Principal for instruction that can provide more supervision for teachers. SIG grant supports unit plan and Foundation Assessment creation as well as inquiry cycles the follow to adapt instruction for students to improve their outcomes.

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.

FSF resources used to purchase planning and curriculum resources for the creation of unit plans, daily plans, and Foundation Assessments.

Title 1 resources will be used to provide additional help and intervention services for current Level 1 and Level 2 students throughout the year when differentiation in the classroom is not enough to meet their needs.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To increase the writing ability of our students by implementing common core aligned units and assessments throughout the year.

By June of 2012, 75% of 6th grade students will realize growth in the areas of Organization and Ideas on the 6 Trait Writing Rubric.

Comprehensive needs assessment

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

All of the school's foundation assessments have at least one component that aligns to the 6 trait writing rubric. All subjects gave their assessments in October of 2011 and the majority of the rubric scores that related to writing were at a Level 1 and Level 2 – Emerging and Developing respectively. The details of the scores are below:

Social Studies Writing Scores		Science Writing Scores		Math Writing Scores		ELA Foundations Data	
Rubric Segment	% of L1s & L2s	Rubric Segment	% of L1s & L2s	Rubric Segment	% of L1s & L2s	Rubric Segment	% of L1s & L2s
Claim	57%	Hypothesis	37%	Reasoning	76%	Claim	71%
Reasoning	64%	Procedure	43%			Ideas	68%
Evidence	61%					Organization	65%
						Voice	68%
						Conventions	70%

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:

All teachers are asked to familiarize themselves with the common core All teachers are asked to use common core standards when writing their unit plans. Unit plans are submitted to the Leadership team at the beginning of each unit. The common core standards tie in directly with the teachers daily learning goals (the aim of the day) and they also tie in with the performance task and foundation assessment that is given during each unit. Teachers were trained on the new standards during pre-service before the start of the school year. Teachers created a SMART goal during weekly meetings listed below. This goal focuses on two parts to writing in all classes. The first part is whether students are trying to do the work asked of them. The second part focuses on the 6 traits writing rubric. The staff has decided to focus on two traits which are organization and ideas. The yearly focus is to improve these two writing areas for all of our students. Every teacher was involved in the writing of these goals and every teacher takes responsibility for tracking their own subjects data based off of their unit assessments, performance tasks, foundations or other writing projects.

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.

After Foundation Assessments parents are a part of Progress Nights where they find out their individual student's outcomes, goals and action plan moving forward, and more details on their writing skills.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All New Design MS, as part of the new school in phase out situation for the NYC DOE – must go through a rigorous 18-D process to be hired. For the 2011-12 school year this means that all applicants must submit a Cover Letter and Resume followed by a Unit Plan using Backwards Design as well as a sample Foundation Assessment for that Unit Plan. All qualified applicants will then teach demonstration lesson at the school followed by an interview by the hiring committee – consisting of current New Design MS staff. All three parts of this hiring process will have a rubric used to track outcomes and benchmark them against our school's mission, instructional philosophy, literacy requirements, and assessment expertise of the candidates. After this process, candidates will be placed into vacancies for subject areas and grade levels that they are licensed for.

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.

SIG grant provides for an Assistant Principal that can provide additional supervision of instruction. SIG grant also provides for additional time and support to create unit plans and foundation assessments that are infused with the common core. As well as inquiry cycles that follow these unit plans and assessments to improve instruction.

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.
- FSF provides for consultants on literacy as well as additional materials for teacher's professional development. FSF also pays for some of the per session costs associated with creating the curriculum.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	114	10	0	0	0	0	0	0
7								
8								
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	During the school day all students are put into a small group setting for Reading Club where they engage in independent reading of leveled texts while conferencing with the teacher.
Mathematics	After school tutoring for students that do not meet mastery based standards are provided the opportunity.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Michael Alcott	District 05	Borough Manhattan	School Number 514
School Name New Design Middle School			

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

Principal Daniel Black	Assistant Principal Francesca Pisa
Coach NA	Coach NA
ESL Teacher Marnie Ponce	Guidance Counselor NA
Teacher/Subject Area NA	Parent NA
Teacher/Subject Area NA	Parent Coordinator NA
Related Service Provider NA	Other NA
Network Leader NA	Other NA

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	0	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	114	Total Number of ELLs	13	ELLs as share of total student population (%)	11.40%
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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. 

All newly admitted students are provided with a registration package which describes and details the academics of our school. In addition, each parent/guardian is administered a Home Language survey to determine if their home language is something other than English. In collaboration with this survey, the ELL provider also conducts an oral interview (in native language whenever possible) with each new admit to determine the dominant language. If it is determined that the student's home language is that other than English, the LAB (LAB-R) exam is administered within 10 days of admission in order to determine ELL status. Once ESL status is determined and a student is deemed eligible for ESL services, the ESL provider along with the parent coordinator meets with the parent/guardian to explain program choices available within the school system.

This type of meeting can take place in either a group or individual setting. The ELL provider sets up a meeting at the school and an agenda is provided so parents/guardians are fully informed about the session. Through the use of the NYC DOE's ELL program choice video and ELL research, all three choices available to the ELL student (Transitional Bilingual, Dual Language and Freestanding ESL) are explained in detail. The ELL provider and parent coordinator work together to assist the parents/guardians in making the best possible choice for their child. This type of parent outreach is also performed during the school's beginning of the year registration and orientation to ensure all parents are informed about the services provided by our school. If a parent is unable to make such sessions, the school ensures that numerous attempts are made (through calls, letters and informal meetings), to ensure the parents/guardians are made aware of these choices and can make an informed decision. (Whenever possible, the parent can be informed using their native language).

We are a new school - we intended on started a Transitional Bilingual Program in the 2011-12 - but up until this point in the year we do not have enough ELLs to start a program. Once our population grows we want to provide this service for the community if there is enough parent desire. Right now we have a free-standing ESL program that could be a TBE by the end of the school year with enough students.

In addition to the initial identification of ELLs, our school continually evaluates the progress of all ELLs through formal and informal assessments. All identified ELLs participate in the NYSESLAT each year (until tested out) and all teachers on staff are provided with data on these ELLs for use in their classrooms. Through an indepth analysis of the RNMR, the ELL provider presents workshops to advise those teachers on how to best support and enhance the academic levels of their ELL students.

Part III: ELL Demographics

A. ELL Programs

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

Page 21

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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1							1
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

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

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			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									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							11							11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	13	0	0	0	0	0	0	13

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

With our freestanding ESL program we service our beginner/intermediate ELLs in a different programmatic way than our advanced ELLs. For our beginner/intermediate ELLs they are heterogeneously grouped throughout the day in one class - but during Social Studies we provide a Push-In Co-Teaching model to support them and give them 60 minutes of ELL services. They are also pulled out of ELA class to be part of an ESL class that mirrors the content of ELA - for 60 minutes a day as well. This provides 600 minutes per week of ESL support and instruction. For our advanced ELLs we utilize our small group time during the week to provide them with 4 -72 min classes of ESL. This creates 288 minutes a week of ESL instruction. They also take 60 minutes of ELA during the day to create 300 minutes of ELA per week for those advanced ELLs.

For all our ELL students, New Design MS is a school that ensures they have supports in all their classrooms - including their content area class. For example - teachers have ready VIPs - (Visual Instruction Plans) - these are text-light summaries of the lesson for the day that students can use during independent practice to help them be successful. All New Design MS classrooms have leveled texts and libraries so that students can be reading about the same content - but on different levels. Our content area classes also have Home Language Support groups set up for students to work and partner with each other when they need help.

For the short-term ELLs there are also extensive appropriate interventions. The ELL English courses are essential for the short-term ELL because they provide the necessary second language acquisition curriculum. Additional support is provided from classroom content area teachers trained in ELL techniques. Some ELLs require more extensive support. ELL Mainstream Support provides ELLs with extended time in a teacher-supported environment. The level of acceptable additional support at the beginning level is more extensive for the Short Term ELLs because the natural progress of second language acquisition is extensive and often unique to the strengths and weaknesses of the individual students. Short Term ELLs are not considered for moving to the next level of the intervention process until there is adequate evidence that the student is not academically successful due to reasons beyond the normal struggles of second language acquisition (using measurable evidence).

The interventions for Long Term ELLs and Special Needs ELLs are more individualized for two reasons. First, issues other than second language acquisition may be the source of academic difficulties for students who are still significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that is best provided by general education interventions.

Support for Long Term ELLs and those with Special Needs is provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted

A. Programming and Scheduling Information

literacy. There might also be an underlying disability that has not been identified. In order to best find the appropriate interventions at any level the most appropriate type of support for the student must be determined.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
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%	Page 26
75%	
50%	
25%	

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?

Each of our targeted intervention programs focus on supporting ELL students and ensuring their growth in literacy as well as across the content areas. All intervention programs are offered to our ELL students in the English language.

1) Reading Club - During our school's Reading Club, students are involved in our small group setting to work on reading proficiency. For our ELL students, this period is used as an additional support period to assist in their academic reading and content area skills -i.e. math, science, social studies, etc.

2) After School Tutoring - Each day of the school week, ELLs are able to attend after school tutoring program that is offered by specific teachers in all subject areas on particular days. These tutoring sessions are opened to the entire school but can provide the ELL student with additional support from their classroom teacher and peers.

For those students who reach proficiency on the NYSESLAT but are still in need of language support, we offer the above mentioned interventions along with the mandated testing modifications. In addition, if necessary, these students receive services and supports within their classroom environments through constant communication between the ELL provider and classroom teachers and ongoing assessment and data analysis.

We do not have additional languages to offer at this time as a first year school.

All students, including ELLs, have access to all programs that are offered by our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All staff members are involved with the development of ELL servicing as it is part of differentiation instruction.

All teachers attend daily professional development where ELL related issues are continually discussed and developed as a team. Thursdays are afterschool whole school staff development days. Staff meetings are held by the principal and assistant principal and the entire staff attends. The focus of school wide PD's changes based on the needs of the school. Such topics of interest include but are not limited to: ELL language strategies, differentiation, CTT models, curriculum planning, etc. PDs can be run by in house staff or by an outside agency/network leader.

All of our students transition from Elementary School to Middle School and we do so in a consistent way by creating a school environment that has consistent rules, consequences, and a culture of what we celebrate. We roll out this consistent culture to our student during student Orientation before the school year starts. We have teachers that speak the home language of our ELLs if that is needed.

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?

Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the ongoings of school events through mailings and phone contact. We have a parent coordinator who is the first line of communication between our parents and our school. We offer PDs and resources for all parents of all students. We are continually re-evaluated the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

In addition to the mandated ELL assessments (LAB-R and NYSESLAT) as well as the state mandated ELA and MATH assessments, our school utilizes many different tools to measure the literacy skills of of ELL students. Initially, along with the mandated ELL provider, all teachers collaborate on analyzing the previous years NYSESLAT data to determine what language interventions need to be put in place to ensure success within the classroom. In addition, ELL students are continually assessed by content teachers as well as the ELL providers.

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>New Design Middle School</u>		School DBN: <u>05M514</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Black	Principal		12/19/11
Francesca Pisa	Assistant Principal		12/19/11
	Parent Coordinator		1/1/01
Marnie Ponce	ESL Teacher		12/19/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Michael Alcott	Network Leader		12/19/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05m514 **School Name:** New Design Middle School

Cluster: 4 **Network:** 411

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.

We have one quarter of our parent population that speak spanish as indicated on the Home Language Survey. We have additionally 4 other languages spoken by our parents (Urdu, French, Mandingo, and Niger Congo).

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 have 2 spanish bilingual teachers on staff and from our CBO we have a part time spanish speaking parent outreach person onsite. These 3 individuals take care of all Spanish phone calls from parents, as well as providing oral translation during the school day and during parent teacher conferences. For languages other than Spanish we reach out to the translation services provided by the DOE.

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.

As stated above we have 3 staff who are able to serve as in house interpreters. Our CBO partner works partially during the school day and then for our afterschool to ensure that we always have translation whenever a parent visits and can provide it both orally and written in a timely manner.

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.

As stated above we have 3 staff who are able to serve as in house interpreters.

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>.

Based on the Home Language Survey, we determine which families require translation and interpretation services. Translation and Interpretation posters are posted in the Main Lobby at all times.