



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CATHERINE AND COUNT BASIE MIDDLE SCHOOL 72

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q072

PRINCIPAL: CRYSTAL TAYLOR BROWN **EMAIL:** CBROWN28@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
Crystal Taylor Brown	*Principal or Designee	
Valerie Smith	*UFT Chapter Leader or Designee	
Michael Taylor	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angela Malcolm	Member/ Teacher	
Karl Augustin	Member/ Teacher	
Sophia McNiel	Member/ PTA Secretary	
D. Van Duzen	Member/ Title I Representative	
	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

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

By June 2012, the Students With Disabilities subgroup will improve in English Language Arts performance by 5%.

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.

During the 2010-2011 school year data revealed that only 5% of our students with disabilities performed at level 3 or above on the ELA exam. As a result this sub group did meet AYP in English Language Arts.

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.

-Special Education teachers will be trained on how to use student assessment data (formative and summative) to design and implement effective instructional strategies that target students' needs.

-Network specialists will work collaboratively with the school to design workshops and professional development activities that use data to inform instruction.

-Teachers will be trained and coached in the 100 Book Challenge, a reading program designed to assist students in progressing toward reading on grade level and trains teachers to conference and assign just right books to students.

-CTT teachers, with the support of the Network, will visit schools with exemplary models of team teaching.

-Special Education teachers will develop expertise in providing quality education and behavioral interventions by attending professional development workshops sponsored by the Network and by Central.

-Teachers will be trained on the use of Higher Order Thinking Skill questioning techniques and lesson pacing.

-Special education teachers will engage in weekly inquiry meetings to assess and evaluate the success of the reading program.

- Timeline September 2011 through May 2012

Strategies to increase parental involvement

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

-Parents will be trained to assist their children, and ensure successful implementation at home with the 100 Book Challenge. Training will; be provided by a trained ARC (American Reading Company) coach.

-Parents will receive monthly progress updates on students reading "Steps" movement.

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 becomes highly qualified, in order to achieve this goal.

-Administrative staff and the UFT Teacher Specialist regularly attend hiring fairs to identify and recruit highly-qualified teachers.

-Network HR staff solicited to assist in credential verification of a potential candidate.

-The pupil payroll secretary will work closely the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.

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 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.

By June 2012 90% of teachers will use student work/data to inform instruction through the collaborative inquiry process.

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.

As per the results of the 2010-1011 JIT and quality review report, our school received a score of “developing” in the areas of instruction and support of professional development. Many of the teachers at Middle School 72 have 5 years or less teaching experience, therefore veteran teachers are encouraged to mentor their colleagues as “critical friends.” Cluster teacher leaders will lead common planning sessions and inquiry team sessions in order to share best practices, and assess the effectiveness of instructional practices. Administrators, teachers, and the UFT Teacher Center Specialist will assist teachers in scheduling inter-visitations to observe effective teaching.

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) time line for implementation.

-MS 72 will host its annual, “Meet the MS 72 Family Night” introduce parents to staff members, school programs, Common Core State Standards and all academic, non academic and after school programs.

-Phone messenger used to communicate with parents for daily attendance and punctuation notification.

-School messenger used to communicate with parents to notify them of all school events.

Parents who are part of the PTA and the SLT are invited to join school administrators and teachers on instructional walkthroughs during the school year.

Strategies to increase parental involvement

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

- MS 72 will host its annual, "Meet the MS 72 Family Night" and introduce parents to staff members, Common Core State Standards and all academic, non academic and after school programs. Parent will be given information regarding the curriculum on each grade level and in each subject.
- Phone messenger is used to communicate with parents for daily attendance, and to notify them of all school events.
- Parents who are part of the PTA and the SLT are invited to join school administrators and teachers on instructional walkthroughs during the course of the school year.
- Parents are given access to EnGrade and ARIS.

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.
- Administrative staff and the UFT Teacher Specialist regularly attend hiring fairs to identify and recruit highly-qualified teachers.
 - The pupil payroll secretary will work closely the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors will be assigned to support new and challenged teachers.
 - All new teachers assigned to NEST mentoring with UFT Teacher Specialist

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 Network will assist with supporting teachers through periodic professional development sessions. The UFT Teacher's Center Specialist provides weekly NEST meetings, and professional development for individual and groups of teachers. Teachscape, an interactive computer based program whereby teachers can receive professional development on particular components of the Danielson Effective Teaching model, was purchased to support teacher development. On site and off site professional development is provided by the UFT, Network, and Central Office of Achievement Resources, on the Common Core Learning Standards. Administrators and teachers turnkey the new learning to staff. Our school community utilizes data to support our instructional goals.

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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve overall performance of all students by 5% as measured by 2011-2012 NYS ELA and Math exams.

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.
During the 2010-2011 school year data revealed that 25% of our students performed at level 3 or above on the ELA exam. 38% performed at or above grade level on the NYS Math exam. As a result many of our sub groups did meet AYP in Mathematics or in ELA.

Instructional strategies/activities

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

Activity #1

PD will be given on the following topics:

- Aligning instruction and tasks to the Common Core Learning Standards**
- Protocol Training for successful Inquiry Team work**
- The use of use of student work/data to plan and set goals**
- Weekly Literacy and Math Circle Meetings**

Classroom libraries will be purchased and leveled for each literacy classroom. Under the supervision of administrators, teachers will conduct weekly inquiry team meetings. Teachers will make informed decisions based on results from the data/inquiry team to evaluate the effectiveness of their instructional strategies and activities. MS 72 will implement the Word Generation Literacy program. All faculty will support the students in their efforts to expand their academic vocabulary. Struggling students will receive instruction in afterschool programs designed to meet their specific academic needs, such as the Learn-It afterschool program. Students who are approaching and who at grade level will participate in the Saturday Success Academy. African American and Hispanic males will be mentored via the Soldier program. These students are rewarded monthly and monitored weekly.

Timeline: September 2011 through June 2012

Target Population(s): All teachers

Responsible Staff Members: Network Achievement Specialists, Assistant Principal, Data Specialist, Parent Coordinator, Community Assistant and Teacher Center Specialist

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

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

-Provide instructional workshops and forums to inform and prepare parents to assist their children.

-Administrative team and Parent Coordinator will meet with parents of students who are not meeting the standards in grade level reading comprehension and mathematics to provide an action plan for students.

-Monitor student progress through the use of EnGrade, ARIS and Acuity; parents may log onto these sites to obtain information about their child's progress.

-Provide Common Core Learning Standards workshops for parents on a quarterly basis.

-Provide parents with quarterly progress reports

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.

-Administrative staff and the UFT Teacher Specialist regularly attend hiring fairs to identify and recruit highly-qualified teachers.

-The pupil payroll secretary will work closely the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.

-Mentors will be assigned to support new and challenged teachers.

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.

-Community based organizations such as BEACON and Sports and Arts provide daily instructional support as well as the Arts, for students during after school hours.

-In collaboration with School Safety workshops on Cyber Safety are offered to the student body.

-Our guidance team in collaboration with our deans facilitate monthly sessions to discuss anti-bullying and violence prevention campaigns.

-Parent Coordinator liaises with SES/ afterschool programs, and CBO's to ensure services are readily available to our 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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

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.
By June 2012, Middle School 72 will experience a 5% decrease in the number of suspensions as measured by the OORS reporting system.

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.

As per our JIT report Middle School 72 experienced an excessive number of suspensions.

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.

-MS 72 will launch implement and sustain a school wide behavior and character intervention program (The Basic Buck Reward System)

-A similar incentive program will be implemented to address behavioral issues specific to students with disabilities

-A school wide student government body will meet weekly with in academies and monthly with Principal to address school wide concerns and launch service initiatives.

-Grade level assemblies will be held monthly to build community with in the school.

-Student Government: A safety and respect officer will be added

-Partnership with the Leadership Academy addressing the issue of bullying and promoting Up-stander behaviors

-Advisory curriculum Overcoming Obstacles will be implemented weekly in each class

Timeline: September 2011 through June 2012

Strategies to increase parental involvement

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

-During our annual "Meet the MS 72 Family" Night the Soldier Program is introduced to parents. Application/registration forms are distributed.

Phone messenger used to communicate all meetings and activities.

-Monthly instructional workshops for parents and their sons, focusing on instruction, team building, high school preparation, cooking etc.

-Parent coordinator has established a calendar of activities and support.

-Parents are invited to attend monthly excursions such as college tours and other cultural events sponsored by the Soldier Program.

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 becomes highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.

The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and un-qualified teachers.

Administration will ensure that male teachers are involved as role models in support of our male students. MS 72 has a male SAVE room teacher, dean, gym teacher, special needs instructors, and numerous math instructors. Many of these gentlemen act as mentors during our monthly Male Mentoring "Open Mic" Soldier Programs.

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.

All teachers are participants and will subscribe to the Basie Buck Reward system

-Our school has established a SAVE room and funded a SAVE room teacher in order to provide a safe orderly learning environment and establish RESPECT FOR ALL.

-Our Parent Coordinator and Community Assistant, who runs the Soldier Program, helps to achieve this goal by serving as a liaison between the families of each youth identified as being at-risk, and classroom teachers. He also meets with the youth daily.

-Our AP of security, guidance team, and deans collaboratively design lessons and facilitate sessions on anti-bullying, peer mediation and violence prevention for both students and staff.

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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

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	150	50	N/A	N/A	2			
7	150	50	N/A	N/A				
8	125	50	40	40				
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
<p>ELA</p>	<p>ELA: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. Programs, strategies and methods utilized include the Wilson Reading Program, Orton-Gillingham, Reading A – Z, Great Leaps, G.U.M. (Grammar, Usage, and Mechanics), flexible grouping, differentiated instruction, and one-on-one conferencing. The Qualitative Reading Inventory (QRI) and Reading A – Z are used as benchmark assessments. Services focus on the five reading components in which students continue to struggle with in middle school.</p> <p style="padding-left: 40px;">Phonics Spelling and word recognition Grammar and vocabulary Reading comprehension and listening Writing and speaking</p> <p>The materials used for ELA AIS are:</p> <p style="padding-left: 40px;">Reading A to Z Trade Books Great Leaps Wilson Reading Program Orton-Gillingham G.U.M. (Grammar, Usage and Mechanics) Step Up to Success “Earobics” research based program by Riverdeep for SWD’s Teacher-created materials</p> <p>Performance Series is used as a benchmark assessment.</p>

Mathematics

Math: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. The emphasis is on teaching the computation and problem solving skills that are particular to grade and strand-specific mathematics standards. Student performance data from ARIS, Performance Series, and Acuity is used to identify high frequency performance indicators that demonstrate where additional instruction is needed. The services concentrate on grade and strand-specific standards that commonly occur on the state exam. Additionally, focus is given to reading comprehension in the math content area as this is an ever increasing component on the state exams. The main Program used for instruction is Count on It - Mathematics Problem Solving:

Count on It! Mathematics Problem Solving

Teach 11 essential problem-solving strategies in just 20 minutes a day

In just 20 minutes a day, Count on It! provides targeted intervention for students who need help with math problem-solving. The consistent four-part lesson plan guides students systematically through each strategy in four explicit, carefully scaffolded steps: Understand the Problem, Make a Plan, Solve the Problem, and Check Your Answer.

Additionally, Destination Math by Riverdeep, is implemented for SWD's

The main program is complemented by the New York Review Series from Glencoe, teacher-created materials, as well different strategies which include flexible grouping, differentiated instruction, and one-on-one conferencing design to increase students' mastery level in the following all content strands:

- Number operations and theory
- Algebra
- Geometry
- Measurement
- Probability and statistics

Performance Series is used as a benchmark assessment.

Science	All students will receive AIS services through an interdisciplinary curriculum in science. During math and science classes, students in need of intervention services will be identified through their performance in class work, homework and formative assessments. □ Through conferencing low achieving students in science are identified and provided with an individualized plan.
Social Studies	All students will receive AIS services through an interdisciplinary curriculum in Social Studies. During ELA and Social Studies classes, students in need of intervention services will be identified through their performance in class work, homework and formative assessments. Most Social Studies AIS students receive support three to five times per week through conferencing and individual teacher plans.
At-risk Services provided by the Guidance Counselor	Guidance counselors will provide at risk counseling during the school day for 30 minutes, for students who have been identified as per parent requests and staff recommendations. At risk counseling will be provided for one to two weeks before referrals will be submitted.
At-risk Services provided by the School Psychologist	The school psychologist will provide at risk services to students who are identified by parents and staff members. Sessions will take place during the school day for 30 minutes, 5 days per week.
At-risk Services provided by the Social Worker	The onsite social worker will provide services for students as recommended by staff members with parental consent. These sessions will take place daily.
At-risk Health-related Services	The onsite social worker will provide services for students as recommended by staff members with parental consent. These sessions will take place daily.

**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 Renardo Wright	District 28	Borough Queens	School Number 72
School Name Catherine and Count Basie Middle School			

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

Principal Crystal Taylor-Brown	Assistant Principal Betina Severin
Coach	Coach
ESL Teacher Guy Ramsbottom	Guidance Counselor Andrea Lee
Teacher/Subject Area Angela Malcolm/ELA	Parent
Teacher/Subject Area Jennifer Monge/ELA	Parent Coordinator Annette Welcome
Related Service Provider	Other
Network Leader Renardo Wright	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	853	Total Number of ELLs	46	ELLs as share of total student population (%)	5.39%
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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) All newly admitted students are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents native language and they complete the form with the assistance of a trained pedagogue. We have access to interpreters of low incidence languages (i.e. Wolof and German) and bilingual pedagogues are able to assist native Spanish, Haitian, French, German and Punjabi speaking parents. In addition to the HLIS the ESL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student's guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to ascertain the the student's English proficiency level. The ELL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for the English Language Assessment Battery Revised. For those students who are eligible to take the LAB-R, and Spanish LAB if applicable, the assessment is administered within the first ten days of their enrollment in the school. The rough scores of the LAB-R are used to initiate tentative ESL services for students. The eligibility process is always conducted by a licensed pedagogue with an ESL certification. In addition, results from previous years NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ESL students who have already been identified as an ELL in their previous school. The school administers the NYSESLAT every April to all students who are identified as being an ELL. The ESL teacher administers the NYSESLAT with the assistance of two other trained pedagogues within the time frame stipulated by the state. The school ensures that they administer the assessments for all the four modalities (speaking, listening, writing and reading).

2) After identifying students eligible for ELL services, entitlement letters and continued entitlement are sent home in the mail, notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission.

3) If selection forms have not been returned within 10 days then the ESL teacher will attempt to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or assistance will be requested from the interpretation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent.

4) Once an ELL has been identified and the parental choice received the ESL teacher will assign the student to the appropriate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point in time the ESL coordinator will help the parent look for the program they require in another school or their child can participate in the school's ESL program until another program is created. Once the student has been placed in the appropriate program a placement letter is sent home with the student. A follow up phone call is given by the ESL teacher to ensure the guardian has possession of the letter. Copies of the placement letters are kept in the compliance folder.

5) The trend in program choice by parents over the last few years appears to demonstrate that, although the majority of parents have opted for a freestanding ESL program, some have requested a bilingual program. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since we only have a minimal number of parents requesting bilingual or transitional bilingual programs we have yet to create either. Parents who do select such programs and do not want to be on the waiting list are assisted by the ESL coordinator, parent coordinator and guidance counselor in finding a place in a program in another school.

6) The program models offered in our school are aligned with parental requests as we have found that most parents request ESL. If a parent has requested a program other than ESL then we enter their child's data onto a spreadsheet with the intention of implementing the requested program as soon as we have enough students requesting the same program in the same language. In the past year teachers in the school as well as members of administration have attended workshops explaining the procedure for setting up a TBE or Dual Lingual program so that we are prepared with the necessary information and resources for when the time comes. Additional workshops will be attended this year so that all information is current and up-to-date.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained														0
Push-In							8	8	9					25
Total	0	0	0	0	0	0	8	8	9	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	11
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	4

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	6	3	9	0	6	4	0	2	46
Total	33	6	3	9	0	6	4	0	2	46

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														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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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							9	6	4					19
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	1					1
Urdu							1	0	0					1
Arabic							1	1	0					2
Haitian							6	2	9					17
French							0	0	0					0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean							0	0	0					0
Punjabi							1	0	1					2
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	2	2					4
TOTAL	0	0	0	0	0	0	18	11	17	0	0	0	0	46

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1) Since the ESL program spans grades 6, 7, and 8, the students are heterogeneously grouped and meet at different times. The ESL program is a combination of push-in/pullout services. Beginning and Intermediate students receive 360 minutes of push-in/pull-out services a week which translates as eight periods a week. The majority of advanced students are serviced within the general education classroom 3 periods per week and are pulled out for one period of direct ESL instruction. Instruction is provided in English with native language support. Although the schedule varies each day, in general there are 2 self-contained ESL periods of instruction per day that are comprised of beginning, intermediate, and/or advanced students, across grades 6, 7, and 8. In addition, there are usually 3 periods of push-in instruction by grade level. Students are grouped heterogeneously for pull-out instruction, except for beginner classes and homogeneously by grade level during push-in instruction.

2) All push-in and pull-out services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The students are pulled out during their AIS periods so that ESL does not encroach on the core content areas.

A. Programming and Scheduling Information

3) Content area instruction is delivered in English by general education staff in forty-five minute periods (90 minutes for Literacy and Math), with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. During pull-out sessions, the ESL teacher uses thematic units that incorporate the content of the core subjects to assist with comprehension. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.

4) The ELL teacher makes sure that each core content teacher is equipped with the necessary assessments in every ELL's native language. These assessments are a combination of teacher made tests and past state exams. This allows those students who intend to take their state assessment in their native language to have the opportunity to practice dealing with both the format and content of the test.

5)

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the ESL teacher has assessed areas of weakness they will then work closely with the student's content teachers to create strategies that will specifically address any help the student in the identified areas. Once an action plan has been created it will be implemented by the student's cluster teachers as well as the ESL teacher with regular reviewing occurring during ongoing enquiry meetings.

b) Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, through the use of software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year.

c) & d) For ELLs receiving services 4 - 6 years and for long-term ELLs, assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2011 NYSESLAT data, our students are struggling in reading and in writing. The school administers the edperformance exam to all students to specifically pinpoint the exact areas in which the student is struggling which allows the teachers to expand on the information offered in the NYSESLAT. The focus will be for teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. These are some of the components that enhance our daily teaching routines.

6) The ESL and content teachers all have access to the students' IEPs on the SESIS system. For ELL students with special needs, the IEP is used to guide accommodations in both instruction and testing. The teachers make note of the specific accommodations needed for each individual student. There is also ongoing communication between the teachers and related services personnel who work with these students as well as the parents, as a means of exchanging strategies and sharing assessment data to help the students perform on a differentiated

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 29
75%	
50%	
25%	

A. Programming and Scheduling Information

work closely with the classroom teacher so that they can provide instruction that meets both the ESL needs of the student as well as those specific needs addressed in the student's IEP.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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8) The following intervention programs are available to all ELL subgroups and are conducted in English:

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Achieve 3000

Read 180

Saturday Success Academy

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SES Programs

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Saturday Success Academy

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9) The ESL teacher acts as liaison with content area teachers to provide continuing transitional instructional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Additionally, the ESL teacher works with the administration to ensure that all former ELLs receive the correct test modifications. Also, the ESL teacher meets with former ELLs to discuss issues and concerns regarding their academic progress. Students retain access to all ESL materials, such as dictionaries, internet resources, etc. Former ELLs are also given the opportunity to attend ESL classes if they feel they still need direct classroom assistance.

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11) No programs will be discontinued.

12) ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information about each individual program is then also relayed by the ESL teacher so that the student fully comprehends the programs available within the school building.

13) Instructional strategies that are currently being implemented are: guided, shared, silent reading, and read alouds, writing workshop.

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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

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)?

Science:

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?
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2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently planning to implement a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.

3) Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents.

4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on parent involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event so that the success of each event can be monitored and if changes need to be made they can be noted for next time.

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%	

B. Programming and Scheduling Information--Continued

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1) At MS72 ELL parents are encouraged to be involved meaningfully in their children's education. All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA and the School Leadership Team. They are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School night, and parent-teacher conference days to discuss their child's academic progress. If requested by the parents, teachers are available to meet with them individually. Family Game Nights and Family Movie Nights are also provided specifically for the parents of our ELL population. ELL parents are also invited to come to the school and participate in one on one reading sessions with their child. The parent coordinator also provides parents with information about adult English learning opportunities available in the community.

2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently planning to implement a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.

3) Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents.

4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on parent involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event so that the success of each event can be monitored and if changes need to be made they can be noted for next time.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	4	10					20
Intermediate(I)							7	4	3					14
Advanced (A)							5	4	3					12
Total	0	0	0	0	0	0	18	12	16	0	0	0	0	46

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	4	1		10
7	5	2	0		7
8	3	2	0		5
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		10		3				15
7	5		4		2				11
8	5		3		1				9
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	7		6		4		1		18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

1) MS72 uses a variety of assessment tools to help assess the early literacy skills of our ELLs. These include the DRA, QRA, BADAR

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: Catherine and Count Basie

School DBN: 28Q72

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	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
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q072 **School Name:** Catherine and Count Basie (MS72)

Cluster: 04 **Network:** Renardo Wright

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

Part A: Needs Assessment Findings

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

The data used to assess M.S.72's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our non-English speaking parents are either Spanish or Haitian Creole speakers with the third most widely spoken language being Punjabi. Other languages spoken include: French, German, Arabic, Bengali, Urdu, Malagasy and Dutch. All parents have requested information to be provided in English. The ESL teacher disseminated this information to the rest of the school staff and administration.

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.

The school provides any necessary written translation for Spanish, French and Haitian Creole through staff members. Written translation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Interpretation Unit.

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

The school provides any necessary oral interpretation for Spanish, French and Haitian Creole through staff members. Interpretation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Interpretation Unit.

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>.

During the school year (2011-12), M.S.72 will distribute to all parents a copy of the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish French and Haitian Creole speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel without relying upon outside agencies.