



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** RENAISSANCE MIDDLE SCHOOL 192

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29 Q 192

PRINCIPAL: HARRIETT DIAZ      EMAIL: HDIAZ@SCHOOLS.NYC.GOV

SUPERINTENDENT:      LENON MURRAY

**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
Harriett Diaz, Principal Larry Gaither, Designee	*Principal or Designee	
Richard Bonostro	*UFT Chapter Leader or Designee	
Candace Wallace-Williams	*PA/PTA President or Designated Co-President	
Yolanda Grant	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Cynthia Smith	Member/CSA	
Kemorle Madden	Member/Parent	
Jacqueline Grodger	Member/Parent	
Omotayo Noisette	Member/UFT	
Bridget Wilson	Member/Parent	
Nicole Johnson	Member/Parent	
	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.

Based on the data from the Spring, 2011 NYS ELA state assessments, ten percent (10 %) of all students including SWD's will demonstrate one year's progress as indicated by the 2011-2012 progress report.

### **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 the data from the Spring, 2011 NYS ELA assessments, approximately 21 percent of all students met NYS 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,

All students were assessed using the following tools: DRA, Slossins, Fluency Rate based on leveled texts, Acuity results in ELA, analysis of data from archived NYS ELA exams.

All level one and level 2 students offered placement in 37.5 Morning Tutoring

Differentiation of instruction done as component of workshop model in instruction

Flexible grouping and ongoing assessment (formative and summative)

100 Book Challenge for grades 6 and 7 (American Reading Company); Professional Development and on-site classroom support

Inquiry Team monitors students academic progress and submits to RtI team who makes recommendations for students not making sufficient Academic progress

Teacher familiarity with SWDs academic goals and instructional strategies from IEPs

- b) staff and other resources used to implement these strategies/activities,

Staff included ELA teachers, UFT Teacher Center Staff Developer, ELA Supervisor. Resources included grade appropriate level texts, archived NYS ELA tests, Slossins and DRA

Classroom Libraries

NYC ELA Bundles for grades 6, 7, 8

Saturday Success Program which includes enrichment and remediation in ELA and ESL support for ELL students

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

Inquiry Team, Professional Development, Department Meetings

- d) timeline for implementation.

**September, 2011 through June, 2012**

CCLS: August, 2011 – June, 2012

ELA Bundles: November, 2011 – January, 2012

Teachers & Writers Collaborative: November, 2011 - April, 2012

Inquiry Teams: September, 2011 – June, 2012

100 Book Challenge: Grade 6 – October, 2011 – May, 2012; Grade 7 – November, 2011 – May, 2012

37.5 Morning Tutoring: September, 2011 n- June, 2012

Early Bird Literacy: October, 2011 – April, 2012

Department Meetings: September, 2011

Summative Assessments: Fall, 2011; January, 2012; May/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.

<b>Strategy</b>	<b>Activity</b>
>Learning Leaders Training	NYC Workshops to train parents to volunteer in schools
>Parent Workshops	Workshops on Homework Help, Understanding new testing strategies, Literacy Strategies Content Curriculum Overviews
>ELL Parent Workshop	Introduction to ESL Program and Strategies
>SWD Parent Workshop	Sunday Brunch for Parents of SWD's and ELLs
>Monthly PTA Meeting	Information/Workshops to support instruction October – Grade 8 Articulation December – ELA Workshop January – Math Workshop

	March – Science Test Prep
>Afterschool Academic Supports	SES Provider Workshops for Parents (September to November, 2011 and January, 2012) All-Stars New York Homework Help (September, 2011; February, 2012)
>Parent Information Sessions (by grade level and by academy)	September, 2011; February, 2012
>Guidance Support	Guidance Workshops for Grade 8 Parents (October and November, 2011)

**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.

100 percent of the current teaching staff is highly qualified.

**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.
  - A family worker provides student and parental outreach to improve student attendance
  - Additional guidance services are targeted to the at-risk student
  - School participates in the 100 Book Program to improve literacy skills
  - Educational consultants provide Arts enrichment in dance, music and drama

**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 Schoolwide 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 and Teacher per session for after school programs and differentiated professional development.
- Curriculum and staff development provided by consultants
- Professional instructional materials to support curriculum development during the regular school day.
- Instructional materials and software for use during the day school and extended day programs
- Staff developers provide support teachers in aligned instructional to the Common Core State Standards

## 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.

Based on data from the Spring, 2011 NYS Math assessment, 10 percent of all students including SWD's and ELLs will demonstrate one year's progress as evidenced by the 2011-2012 progress report.

### **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 the data from the Spring, 2011 NYS Math test, only 23 percent of all students met NYS 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,
    - >all students pre-assessed in basic math skills at beginning of school year
    - >Acuity data analyzed
    - >students placed in 37.5 AM tutoring based on math needs
    - >Differentiation of instruction done as a component of classroom instruction
    - >Rtl Team makes recommendations for instruction based on input from the Inquiry Team of students who have been identified as not making sufficient progress
    - >academic strategies based on student's IEPs
  - b) staff and other resources used to implement these strategies/activities,
    - >Staff: Math teachers, Math supervisor, Inquiry Team
    - >Math resources in Teacher Center, Math Libraries in classrooms, math software to support instruction
    - >Saturday Success Program including math enrichment and remediation
    - >Periodic Assessments (Acuity and ITA in Math)
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - >Math Department Meetings, Common Planning, Inquiry Teams
  - d) timeline for implementation.
    - >September, 2011 to 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.

- >Parent Leadership Training
- >Monthly PTA meetings
- >Math Workshop for parents
- >Rtl workshop for parents
- >Literacy workshops for parents

**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.
- >100 percent of math teachers are highly qualified

**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.
- >CCLS are being coordinated with the NYC Math Performance Standards and NYS Math Strands to prepare for changes in 2014
- >NYC Impact Math Program aligned with NYS Math Strands to better prepare students for state assessments

**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 Schoolwide 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:*

- >Title III funding supports ESL program including CAI in mathematics
- >Title I funding provides textual support including math manipulative(s) and literary materials
- >Funding supports smart board technology for instructional use in the classroom

### 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.

Based on Spring, 2011 data, 50 Percent of ELL students will move from intermediate to advanced level in ELA based on the NYSLAT.

#### **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,
    - >students are assessed within 10 days of entering the school using the LAP
    - >based on data, students are designated as beginner, intermediate or advanced
    - >instruction is differentiated for each group based on needs
    - >Early Morning Literacy program open to all ESL students
    - >After-school and Saturday program to support students
  - b) staff and other resources used to implement these strategies/activities,
    - >Staff: ESL Teacher, Librarian fluent in Creole and French
    - >Reading Program aimed at ELL population
    - >CAI (computer assisted instruction) provided weekly
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - >All staff members who are fluent in a second language are part of ESL Team
    - >ESL teacher provides staff development on strategies to support ELLs in the classrooms
    - >Inquiry Team gives input on student progress and/or needs as observed from classroom observations and assessments
    - >Supervisory observations of program implementation and student progress done with ESL teacher
  - d) timeline for implementation.
    - >September, 2011 to 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.
  - >Monthly PTA meetings
  - >Individual parent meetings in native language to ensure understanding
  - >Parent Conferences – ongoing
  - >Parent Workshop upon intake to explain school's ESL program and options

- >inclusion in all monolingual activities for parents with interpreter available
- >inclusion in parent forum with principal including interpreters in native language
- >school messenger with updates of activities
- >individual phone calls

**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.
  - >ESL Teacher is highly Qualified

**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.
  - >Title III funding supports materials for classroom instruction and after-school as well as Saturday program open to all ESL students
  - >Title III funding supports small group instruction in ELA, Math and science before/after school and via Saturday program
  - >Title III supports parent workshops/conference attendance

• **Budget and resource 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 Schoolwide 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:*

Fiscal: Title III funding

>Human resources: ESL Teacher, Librarian, Supervisory Staff, CFN 534 Staff, Content Teachers (Math, Science)

### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	120	70	30	30	10	N/A	5	3
<b>7</b>	165	150	25	25	25	N/A	9	4
<b>8</b>	140	130	35	30	20	N/A	3	3
<b>9</b>			N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>			N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>			N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>			N/A	N/A	N/A	N/A	N/A	N/A

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
<b>ELA</b>	<ul style="list-style-type: none"> <li>&gt;37.5 Morning Tutoring</li> <li>&gt;Wilson Program</li> <li>&gt;Small Groups</li> <li>&gt;21<sup>st</sup> Century Grant</li> <li>&gt;Queens Public Library</li> <li>&gt;Afterschool – Small Groups by grade</li> <li>&gt;Saturday Success Program</li> <li>&gt;Early Bird Literacy Program</li> <li>&gt;Supplemental Education Services</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>&gt;37.5 Morning Tutoring</li> <li>&gt;Afterschool Small Groups</li> <li>&gt;Saturday Success Program by grade</li> <li>&gt;Robotics Program</li> <li>&gt;Supplemental Education Services</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>&gt;Sports &amp; Arts SES Regents Prep</li> <li>&gt;Saturday Small Groups – all grades</li> <li>&gt;Robotics</li> <li>&gt;Urban Advantage</li> <li>&gt;NY Hall of Science</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>&gt;Afterschool Exit Projects – all grades</li> <li>&gt;Teen Center Program Small Group</li> <li>&gt;37.5 Morning Tutoring</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>&gt;Peer Mediation</li> <li>&gt;Male Mentoring</li> <li>&gt;Rites of Passage – grades 7 and 8</li> <li>&gt;Intervention and Crisis Counseling</li> </ul>

<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>&gt;Individual and group counseling</li> <li>&gt;crisis intervention as needed</li> <li>&gt;psychological assessment</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>&gt;Individual and group counseling</li> <li>&gt;family counseling</li> <li>&gt;social history assessment</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>&gt;As needed based on 504's</li> <li>&gt;As needed based on health issues</li> </ul>

## **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.

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### **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 1<sup>st</sup> 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 1<sup>st</sup> 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 29Q192 **School Name:** The Linden (Renaissance Middle School)

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.  
N/A
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Area of Identification: ELA grades ( 6-8)

The inquiry team has identified and specific students by skills and levels. The identified students (sub-groups) will participate in the 100 Book Challenge beginning in January. Teachers will receive training to monitor student reading ability, keep running records, conference with students and parents and reward students for each mile stone achieved.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.  
  
The school has a fulltime literacy coach. The funds support her salary. The coach provides on site professional developed utilizing instructional strategies from the UFT/TC, CFN, ASCD, NYC Common CORE CURRICULUM, ETC.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
The school has selected ELA teachers that participated in the MET project from 2010-2011 school year to share their best practices and videotaped lessons to strengthen teacher development. This sharing practice will take place on preps, department meetings and during inquiry teaming.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Students will back pack letters to go home. The principal has scheduled evening and day forums to discuss the literacy plan of action for meet AYP.



**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 <b>Debra Moldanado, Ben Waxamn</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>192</b>
School Name <b>IS 192</b>			

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

Principal <b>Harriet Diaz</b>	Assistant Principal <b>Cynthia Smith</b>
Coach <b>Normel Batson</b>	Coach <b>Michael Parkinson</b>
ESL Teacher <b>Tamika Wilson</b>	Guidance Counselor <b>Maria McCollough</b>
Teacher/Subject Area <b>Sheryl Service/ELA</b>	Parent
Teacher/Subject Area <b>Johnny Trelles/Special Ed</b>	Parent Coordinator <b>Nathaniel Greta</b>
Related Service Provider <b>Keera Edwards Marr</b>	Other <b>Marie Granthe/Librarian</b>
Network Leader <b>Ben Waxman</b>	Other <b>Diva Thomas/Math Teacher</b>

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

### D. School Demographics

Total number of students in school	<b>645</b>	Total Number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>5.58%</b>
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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. Incoming students are administered the HLIS by the ESL teacher, Ms. Wilson. The Pupil Personnel Secretary informs the ESL teacher of a new admission and in the event she is unavailable, the principal (Ms. Diaz), any assistant principal (Ms. Smith, Ms. Hill, or Mr. Gaither), or pedagogue who has been trained in evaluating incoming students (Ms. Granthe, Mr. Trellis, Ms. Edwards Marr, Ms. Service, Mr. Thomas) is brought in to meet the student and their family and to conduct an interview. The ESL teacher or available pedagogue then administers the HLIS and conducts the formal oral interview in English with the student. Depending on the results the determination to administer the LAB-R is made. The LAB-R is administered by the ESL teacher within 10 days of enrollment. Current ELLs are administered the NYSESLAT on an annual basis in the spring. All four modalities are administered by the ESL teacher. The ESL teacher attends training each year on the scoring of the Written portion of the exam and then scores the exam with the help of a pedagogue (preferably an ELA content area teacher) who has received training by Ms. Wilson in scoring this exam.

2. Parents are advised of all three program choices at the time of registration and again at the parent orientations which take place after the administration and hand scoring of the LAB-R. Parents are called by either the ESL teacher, Ms. Granthe (who is fluent in Haitian Creole and Spanish), Mr. Akchar, Mr. Thomas who is fluent in Arabic or Mr. Trelles. Parents are notified of this orientation by letter, which explains their child's LAB-R score, the three program choices, date and time of the orientation, and school contact information. Letters are sent in English and in the parent's preferred language, as indicated on the HLIS. Follow up calls are also made prior to the orientation to confirm receipt and confirm attendance. Invitation letters are sent within 10 days of the student's registration. Parent Orientation DVDs are viewed by parents at the orientation in the language of their choice. Bilingual members of the LAP team are also available to answer any questions.

3. Entitlement letters are mailed and backpacked with the students. Parents are contacted via phone to ensure receipt and attendance at the orientation. Phone calls are made with a staff member who is fluent in the parent's home language so as to ensure understanding. Parent Survey Forms are mailed with the entitlement letters and are completed at the time of orientation with the help of the ESL teacher who can answer any questions. Parents can return the form at that time or within 2 days.

4. After Parent Survey and Program Selection forms are returned students are placed in the program of their parent's choosing. If the parent chooses bilingual or dual language, the ESL teacher reviews current demographics to see if the necessary numbers of students exist to create such a program. If the numbers of Parents in the schools do not exist to form a bilingual class, parents are notified of the same. They are also notified that if the school demographics change to allow for the creation of a bilingual program, one will be created and they will be notified and offered an opportunity for their children to participate. If the necessary numbers do not exist, the ESL teacher will search for a school in the district or a neighboring one and provide such information to parents for their consideration. If the parent chooses ESL, the ESL teacher will send a letter confirming the choice to the parent and the student is officially placed in that program. Information is given in parents' preferred oral and written language as indicated in the HLIS and given verbally by bilingual members of the LAP team or with the assistance of the Interpretation Unit.

5. After reviewing Parent Survey and Program Selection forms for the 2010-2011 school year 13 parents, representing the 13 admissions for that school year, selected ESL as their first program choice. For the 2011-2012 school year 2 parents, representing the 2 admissions to date, have selected ESL as their first program choice. These 15 parents have selected TBE as their second choice and Dual Language as their third choice. This is after being verbally advised of their program choices at the time of registration, by letter after the scoring of the LabR and through the parent orientation video viewing at the parent orientation. The ESL teacher Ms. Wilson, collects the data on parent choice and communicates that information to the principal Ms. Diaz and other administrative staff.

6. Program models offered at the school are aligned with parent requests. Parents have been advised of the three program models available to them both verbally and through viewing of the parent orientation video. They have consistently chosen ESL as the program model of their choice. The ESL teacher, Ms. Wilson, will monitor student enrollment and parent choice and advise administration when parent choice shifts to reflect choice in other program models in order to allow for planning in creating a program model that reflects parent choice as well as state and federal mandates.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	19
		Special Education	8

Number of ELLs by Subgroups											
SIFE	6	ELLs receiving service 4-6 years					10	Long-Term (completed 6 years)			6

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	19	5	5	10	1		6		3	35
Total	19	5	5	10	1	0	6	0	3	35

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
<b>TOTAL</b>	<b>0</b>													

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2		2					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian							9	4	10					23
French							2	1	1					4
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other							2		2					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>6</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1a. Instruction is delivered using a Pull Out Model. Groups of 15 or less students from monolingual classes are pulled out of their classrooms and receive classroom instruction by the ESL teacher, Ms. Wilson

1b. The program utilizes an ungraded, heterogeneous model with a focus on one linguistic level. Classes are created with the knowledge that mixing linguistic levels that are too far apart are not beneficial to students, ex. Beginner mixed with Advanced. Ms. Wilson, the ESL teacher, creates classes using the NYSESLAT, other state assessments and her personal knowledge of the childrens linguistic, social and developmental levels. ESL classes are taught by one teacher who is state certified in that subject area.

2. Beginners and intermediate receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes of instruction. The English only classes have been designed to improve the student's ability to comprehend his or her subject areas.

3. The ESL teacher confers with content area teachers and provides content area support to the ELL students. For the 8th grade classes, instructional strategies are implemented to ensure that the students meet the requirements needed to pass state assessment and regent exams. The students are given homework and classroom exams to evaluate their when acquisition of the English language. All written assignments are placed in portfolios. Through these tools, the students may be properly assessed and held accountable for the academic achievement. Our school has an abundance of instructional materials that we use to help out ELL population acquire the skills that they need. The ESL students are taught using the Scott Foresman ESL program and balanced literacy. There are several materials that the ESL teacher uses for small groups and differentiated instruction. Some of the instructional materials that are used are Making Connections for

## A. Programming and Scheduling Information

ELL Learners, Launch into Reading for ELL Learners, Carols Comes to Lakeside School, Visions and Vocabulary Connections: a Content Area Approach and the English Now! Program.

A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

In order for students to develop critical thinking skills, problem-solving strategies and the ability to communicate in English, educational programs throughout the school scaffold students' learning as they progress through the stages of language acquisition. The scaffolding techniques that our instructors use are those in A. Walqui's book *Conceptual Framework: Scaffolding Instruction for English Learners*. These methods include modeling, bridging (connecting new concepts and language, schema building (students weave new information into pre-existing structures of meaning), text re-presentation )recreating concepts and language from one genre into another), and metacognition (the learner steps beyond the experience to reflect on the processes involved).

4. On NYS standardized assessments, students are offered the choice of taking assessments in their native language or in English. The school does not have a Transitional Bilingual Program at this time.

5a. Our instructional plan for SIFE includes initial assessment to determine the students' needs. Individual plans of action will be created to address the individual needs of these students. Most SIFE students and newcomers have problems with rhyme recognition and rhyme generation. They haven't mastered decoding, skills, segmenting, recognizing sight words, reading comprehension and alphabet sounds. Instruction will target these linguistic needs as well as help SIFE students operate in a structured classroom environment which may be lacking.

b. Lessons geared towards beginner student's focus on developing phonic concepts and strengthening phonemic awareness. Lessons also involve students engaging in social interaction through small group activities. This will also children to hear and speak the language.

c. A balanced literary approach is used to foster rapid assimilation of ELL students into the academic and social community of RMS 192. An example of some activities in our ESL program includes: read alouds, shared reading, guided reading, independent reading and student-teacher conferences. These are used to reinforce and address the State ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

d. Long-term ELLS and students with special needs will get the extra reinforcement they need through the Sound Reading Program and balanced literacy. Students will be engaged in various components of balanced literacy such as guided reading, interactive writing, word work, shared reading and writing. Both the teacher and the student will use academic language to communicate, analyze and explain content. The teacher will model the appropriate language and create opportunities for using academic language. When the students have reached the level of proficiency, additional strategy lessons will be developed from assessments, data and articulation with teachers.

6. The IEPs of ELL-SWDs are used to make decisions regarding implementing content area instruction to this population. Teachers of ELL-SWD use Computer Assisted Instruction(CAI). Using CAI for writing helps students improve their spelling and vocabulary. Spelling and grammar check provide immediate reinforcement. Teachers of ELL-SWDs also use books on tape, through the Read 180 program, and social studies materials on CD to teach both ELA and social studies. These materials help with students fluency and phonemic awareness. Students use these tapes and CDs individually and we have found this to be an effective strategy for auditory learners within the ELL-SWD population.

Graphic organizers and manipulatives are additional instructional strategies used by teachers of ELL-SWDs to make content comprehensible. Calculators, metric rules, triple beam balances and microscopes are also used in mathematics and science. In the ESL and other monolingual classes ELL-SWDs are paired with general education students to increase english proficiency and increase access to content in the LRE. The ESL teacher attends all IEP/RTI meetings of ELL-SWDs and is part of the instructional design process for these students. IEPs are shared with all teachers, including the ESL teacher. The IEPs, special education instruction and ESL instruction strategies are used to make content comprehensible for our ELL-SWD students.

7. The school uses collaborative team planning to meet the educational and linguistic needs of ELL-SWD's in the least restrictive

### Native Language Usage and Supports

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

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

## A. Programming and Scheduling Information

## 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?

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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)?

N/A

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?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Ongoing professional development is an integral part of the framework for our LAP. Our ESL teacher participates in ESL (NYSTESOL) conferences and networking seminars. She attends monthly or semi monthly ESL training, instructional support, networking and instructional strategy support through our network.

Training is available to all our staff ncluding assistant principals, common branch teachers, content area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators during citywide professional development days held throughout the year and workshops are conducted by our ESL teacher Ms. Wilson. The ESL workshops dates for this academic year are as follows: November 18, December 16, January 13, February 17 and March 16.

Our literacy and math coaches provide daily assistance to our teachers by providing information on differentiated instruction, scaffolding and other methodologies. An ELL instructional support specialist from the region will provide an ESL/bilingual workshop on one of our 100 minute professional development days.

2. Incoming sixth graders and their parents are invited to an orientation prior to their child entering the school. This provides an opportunity for parents and students to tour the school and ask questions about our schools' curriculum, scheduling, clubs and organization, after school activities, athletic programs and support services.

The ESL teacher conducts workshops for staff that help them understand the transition period for ELLs as they come into the middle school from the elementary school level. Staff receive instruction on the linguistic needs of the ELL students as they transition.

The ESL teacher, Ms. Wilson, speaks with the ESL teacher of the schools that graduating students will be attending in order to advise them of students areas of strength and weaknesses.

The sixth grade guidance counselor consults with the guidance counselor of feeder schools to arrange visits during the school day by the incoming students and their teachers.

The eighth guidance counselor consults with students and parents advising them of their options for high school programs that will meet their children's needs. They also speak with students about the high school application process and counsel them about what to expect in high school.

3. All staff receive the required 7.5 hours of training during Professional Development days and Staff Conferences. The ESL teacher, Ms. Wilson, also conducts workshop series' which teach strategies and provide information about ELLS to provide support to new staff. Workshops are given in conjunction with the UFT Teacher center and include such topics as: What is an ELL?: characteristics and needs, Strategies for Creating Content Based Lesson Plans, Using Graphic Organizers and Manipulatives in the Content Area Classroom. Workshops are added, deleted or modified based on staff and population need.

### 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 you communicate with parents about their child's progress?

## E. Parental Involvement

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

1. Parental involvement is a vital part of the culture of RMS 192 and especially in addressing the needs of our ELL student population. Our parent coordinator, Great Nathaniel, has parent workshops on various topics related to parents of our ELL population. Parents are given information about advocacy and informational meetings sponsored by the NYC Dept. of Education and the Office of Language Learners. Attendance is encouraged and transportation arranged (i.e. carpooling, travel with staff, public transit information) if necessary. When there are sufficient number of parents, the school provides transportation locally via van service. Our Parent Teacher Association is another opportunity for our parents to be active. They have monthly informational meetings. There is ongoing support, including translation services in Haitian-Creole, Spanish, and Arabic for our RMS 192 community.

2. The ESL teacher speaks with parents about their own language needs and provides them with a list of GED and ESL programs offered through the Office of Adult Education. Site information, directions as well as information on navigating the NYC Transit system is provided to parents in order for them to take advantage of these educational opportunities. Parents are encouraged to attend educational programs in order to facilitate their language acquisition as well as provide the opportunity to advocate for their children and assist their children with their English Language needs.

CIANA, which is a Community Based Organization, also conducts on site workshops for parents. Interpretation services are provided at these workshops which are designed to empower and provide advocacy to parents of ELL's. Workshops include: navigating the DOE website, using and understanding ARIS, Your Rights as Parents of ELLs, What to Look for at Your Child's School, etc,

3. The needs of the parents are evaluated by the Parent Coordinator, Ms. Nathaniel. She communicates with parents via workshops, PTA meetings and other events for parents. Ms. Wilson also communicates frequently with parents via telephone and in school visits. Parents are given information about educational programs that may suit their needs as parents at our school are very interested in increasing their own English language proficiency. Community organizations also inform us of the needs of the community as told to them in their outreach efforts.

4. Our parental involvement activities address the needs of the parents by providing them with social and linguistic support. We strive to provide parents with opportunities to participate in their child's education and integration into American society. We understand that in order for parents to effectively address the needs of their children, they must first be comfortable themselves. All staff at the school create an environment that is welcoming to the parents of ELLs and makes them feel included in the school community.

The Parent Coordinator, Ms. Nathaniel and Ms. Wilson, the ESL teacher, work closely with the CIANA case manager. Information about the needs of the parents are shared with the caseworker and she brings the insight of her organization which has experience empowering and advocating on the behalf of immigrants and parents of ELLs.

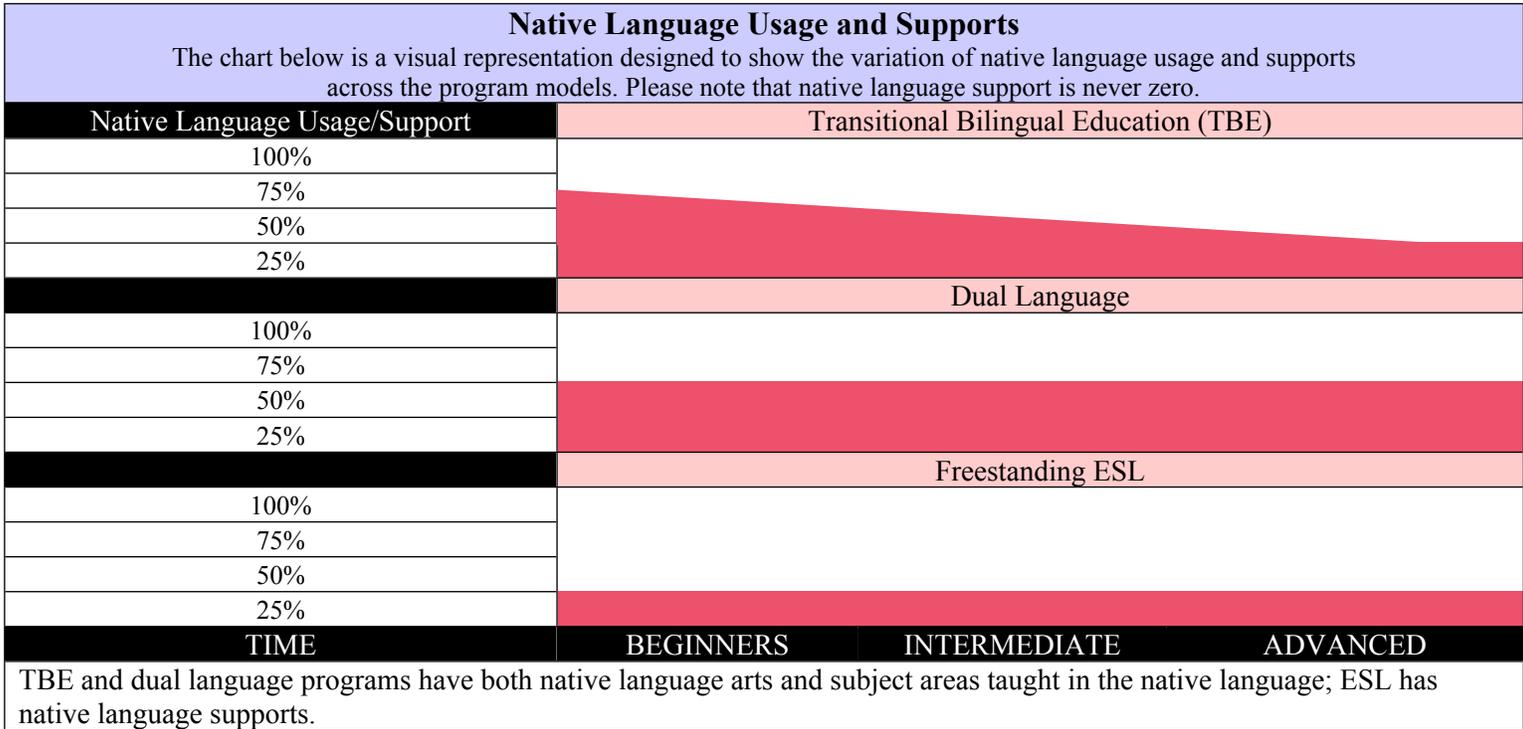
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	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week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

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<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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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)?

N/A

### D. Professional Development and Support for School Staff

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

1. Ongoing professional development is an integral part of the framework for our LAP. Our ESL teacher participates in ESL (NYSTESOL) conferences and networking seminars. She attends monthly or semi monthly ESL training, instructional support, networking and instructional strategy support through our network.

Training is available to all our staff including assistant principals, common branch teachers, content area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators during citywide professional development days held throughout the year and workshops are conducted by our ESL teacher Ms. Wilson. The ESL workshops dates for this academic year are as follows: November 18, December 16, January 13, February 17 and March 16.

Our literacy and math coaches provide daily assistance to our teachers by providing information on differentiated instruction, scaffolding and other methodologies. An ELL instructional support specialist from the region will provide an ESL/bilingual workshop on one of our 100 minute professional development days.

2. Incoming sixth graders and their parents are invited to an orientation prior to their child entering the school. This provides an opportunity for parents and students to tour the school and ask questions about our schools' curriculum, scheduling, clubs and organization, after school activities, athletic programs and support services.

The ESL teacher conducts workshops for staff that help them understand the transition period for ELLs as they come into the middle school from the elementary school level. Staff receive instruction on the linguistic needs of the ELL students as they transition.

The ESL teacher, Ms. Wilson, speaks with the ESL teacher of the schools that graduating students will be attending in order to advise them of students areas of strength and weaknesses.

The sixth grade guidance counselor consults with the guidance counselor of feeder schools to arrange visits during the school day by the incoming students and their teachers.

The eighth grade guidance counselor consults with students and parents advising them of their options for high school programs that will meet their children's needs. They also speak with students about the high school application process and counsel them about what to expect in high school.

3. All staff receive the required 7.5 hours of training during Professional Development days and Staff Conferences. The ESL teacher, Ms. Wilson, also conducts workshop series' which teach strategies and provide information about ELLs to provide support to new staff. Workshops are given in conjunction with the UFT Teacher center and include such topics as: What is an ELL?: characteristics and needs, Strategies for Creating Content Based Lesson Plans, Using Graphic Organizers and Manipulatives in the Content Area Classroom. Workshops are added, deleted or modified based on staff and population need.

### 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 you communicate with parents? (Include the methods of communication.)

## E. Parental Involvement

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

1. Parental involvement is a vital part of the culture of RMS 192 and especially in addressing the needs of our ELL student population. Our parent coordinator, Great Nathaniel, has parent workshops on various topics related to parents of our ELL population. Parents are given information about advocacy and informational meetings sponsored by the NYC Dept. of Education and the Office of Language Learners. Attendance is encouraged and transportation arranged (i.e. carpooling, travel with staff, public transit information) if necessary. When there are sufficient number of parents, the school provides transportation locally via van service. Our Parent Teacher Association is another opportunity for our parents to be active. They have monthly informational meetings. There is ongoing support, including translation services in Haitian-Creole, Spanish, and Arabic for our RMS 192 community.

2. The ESL teacher speaks with parents about their own language needs and provides them with a list of GED and ESL programs offered through the Office of Adult Education. Site information, directions as well as information on navigating the NYC Transit system is provided to parents in order for them to take advantage of these educational opportunities. Parents are encouraged to attend educational programs in order to facilitate their language acquisition as well as provide the opportunity to advocate for their children and assist their children with their English Language needs.

CIANA, which is a Community Based Organization, also conducts on site workshops for parents. Interpretation services are provided at these workshops which are designed to empower and provide advocacy to parents of ELL's. Workshops include: navigating the DOE website, using and understanding ARIS, Your Rights as Parents of ELLs, What to Look for at Your Child's School, etc,

3. The needs of the parents are evaluated by the Parent Coordinator, Ms. Nathaniel. She communicates with parents via workshops, PTA meetings and other events for parents. Ms. Wilson also communicates frequently with parents via telephone and in school visits. Parents are given information about educational programs that may suit their needs as parents at our school are very interested in increasing their own English language proficiency. Community organizations also inform us of the needs of the community as told to them in their outreach efforts.

4. Our parental involvement activities address the needs of the parents by providing them with social and linguistic support. We strive to provide parents with opportunities to participate in their child's education and integration into American society. We understand that in order for parents to effectively address the needs of their children, they must first be comfortable themselves. All staff at the school create an environment that is welcoming to the parents of ELLs and makes them feel included in the school community.

The Parent Coordinator, Ms. Nathaniel and Ms. Wilson, the ESL teacher, work closely with the CIANA case manager. Information about the needs of the parents are shared with the caseworker and she brings the insight of her organization which has experience empowering and advocating on the behalf of immigrants and parents of ELLs.

## 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)							5	5	2					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	1	9					12
Advanced (A)							7	0	3					10
Total	0	0	0	0	0	0	14	6	14	0	0	0	0	34

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- 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?

## 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.

## Part VI: LAP Assurances

**School Name:** IS 192

**School DBN:** 29Q192

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harriet Diaz	Principal		10/20/11
Cynthia Smith	Assistant Principal		10/20/11
Greta Nathaniel	Parent Coordinator		10/20/11
Tamika Wilson	ESL Teacher		10/20/11
Laure Silatcha	Parent		10/20/11
Sheryl Service/ELA	Teacher/Subject Area		10/20/11
Johnny Trelles/Sp Ed	Teacher/Subject Area		10/20/11
Normel Batson	Coach		10/20/11
Michael Parkinson	Coach		10/20/11
Maria McCollough	Guidance Counselor		10/20/11
Ben Waxman	Network Leader		10/20/11
Keera Edwards Marr	Other <u>Speech</u>		10/20/11
Marie Granthe	Other <u>Librarian</u>		10/20/11
Deva Thomas	Other <u>Math</u>		10/20/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 29Q192      **School Name:** Renaissance Middle School

**Cluster:** 5      **Network:** 534

**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**

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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 and methadologies used to assess our school's written translation and oral interpretation needs are comprised of the following

1. Parent's preferred method of written and oral communication as indicated on the Home Language Information Survey upon student registration
2. Informal parent interviews at the time of registration
3. Parent Language Surveys
4. Parent Orientations
5. PTA meetings
6. Parent Workshops
7. Language Allocation Policy part III which provides student language demographics

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.

Our school has 36 ELL students. Haitain Creole (28 families) comprises the majority of our school's oral interpretation needs with several Spanish language parents. Four families speak Ebo and other languages. We have four parents who have Spanish oral and written interpretation needs. Our school has two families whose children are ELLs. One family requests oral and written services in English and through a family representative who is able to both speak and read English. Our parents(36) have indicated that they prefer written communication to be in English . Correspondence to parents are in English, Haitian Creole and Spanish. Oral translation services in Haitain Creole, Spanish, Urdu and Arabic are available to parents by in house bilingual staff. Findings were shared with the school community in an ELL professional development workshop held on November 18, 2011. Information was also shared during the December monthly Faculty meeting.

## Part B: Strategies and Activities

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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 written translation services our school will provide are primarily for correspondence to parents and include the following:

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. Parents' Preferred Language forms
6. Workshop information
7. Title III After school Applications
8. Special forms (lunch forms, blue emergency cards, health)
9. Permission slips/consent forms
10. High School information
11. Testing and SES information
12. Legal, disciplinary, and safety matters.
13. After School Programs

School staff will provide written translation services in house as necessary. Services of the DOE Interpretation and Translation Unit as well as outside vendors will be used when in house translation services are not sufficient to meet program needs.

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.

Our school has one teacher, one para-professional and one school aide who speak Haitian Creole, two teachers who speak Spanish, one teacher who speaks Urdu, one lab technician who speaks Arabic and one teacher who speaks Ebo. These staff members provide oral translation as necessary at student registration, parent orientations and workshops, parent teacher conferences and meetings, PTA meetings, IEP meetings or as needed by school.

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>.

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the oral translation and interpretation services needed to the greatest extent possible. Written parent information and notices will be given in parent's preferred language by using translated documents as found on the Department of Education's website or by using in house staff. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Renaissance Middle School 192	DBN: 29Q192
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school            ✱After school            ✱Saturday academy            ●Other:
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: While differentiation of instruction is done a part of regular classroom instruction, it is sometimes necessary go provide additional support to students who speak another language.

Consequently, other modalities of instruction is provided to our ELL population.

Subgroups and grade levels to be served include grades 6, 7, and 8 for students.

0-3 years: 21

SIFE: 6

4-6 years: 10

SWD: 8

6 plus years: 6

Schedule and Duration:

Direct instruction is provided to the students in the Early Bird Morning Literacy Program as well as afterschool. This is done Monday to Friday beginning September, 2011 to June, 2012. The rationale is to strengthen student's reading fluency and writing skills. Students are grouped based on language acquisition from beginner, to intermediate to advanced group. This includes students in grades 6, 7 and 8. The students receive one hour of instruction in the Early Bird Literacy program. Beginners are taught in Haitian Creole, French or Spanish depending on their native tongue. Intermediates receive instruction in English with support in the aforementioned languages. Additionally, students are offered instructional support on Saturday mornings from 8:30 AM to 1:30 PM beginning November, 2011 to April, 2012. They receive academic support primarily in ELA and in mathematics. Intermediate and advanced students receive instruction from licensed math teachers and literacy support from the ESL teacher. A English Buddy Literacy Program is done on Friday afternoon beginning November, 2011 to March, 2012 where an ELL student is paired with a native English speaker to enhance their reading fluency. In late Spring of 2012, grade 8 students who are eligible for the NYS science test will receive three two hour sessions by a certified science teacher in final preparation for the exam starting March, 2012 and ending May, 2012. This will allow for the teacher to focus on their individual needs that cannot be addressed during regular classroom instruction. These sessions will be done after-school and on Saturday morning for a total of six sessions. The language of instruction is English with support in Haitian Creole, French and Spanish. The number and type of certified teachers include one ESL and content teachers in mathematics and science who are fluent in the student's native languages. Literacy support is provided by our librarian who is fluent in English, Creole, French and Spanish. The Saturday program is supervised by Mr. Gaither. The ESL is supervised by Ms. Smith.

Types of Materials: The Early Bird Literacy program uses Read 180 which utilizes the student's ability to read leveled text with written support. It also uses the computer to monitor progress and for students to listen to text. SIOP principles are used in lesson planning to make input comprehensible and to maximize the student's understanding of various genres. In science, support materials include science prep coach books geared to the NYS ILST. Math coach books are used to supplement math instruction in the Saturday program.

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The Title III professional development is used to provide instructional support to any teacher who provides instruction to ELL students. Professional Development is provided to the ESL teacher by the CFN 534, the Office of OELL, ESL Conferences as well as on-site workshops provided by the ESL teacher for the staff.

Teachers to receive training: All staff members working with ESL students

Schedule and duration: Professional Development is on-going throughout the year. This includes monthly meetings, after school workshops, workshops during the instructional day.

Topics to be Covered: ELL Characteristics, Instructional Strategies for ELLs, Content Area Strategies for ELLs, ESL Program Overview, RtI and ELLs, Parent Orientation, Using Graphic Organizers and Manipulatives in the Content Area Classroom, Strategies for Creating Content Based Lesson Plans

Name of Providers: School Administration (Cynthia Smith); CFN (Rosemary CAban, Mary Norwood), Tamika Wilson (ESL Teacher), Literacy Coach (Normel Batson), Literacy Lead Teacher (Sheryl Service), and Librarian (Marie Granthe), RtI (Guidance Counselors McCullough, Mattner, Watkins); Rti (Avril Henneman).

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: Parents must be engaged in all segments of their child's education. They must understand the services and supports being offered to their child. They also must be given every opportunity to participate in all levels of their child's education including social and cultural integration into the school family.

Schedule and duration: Ongoing from September, 2011 to June, 2012.

Topics to be covered: Parent Orientation for ELLs, Supplemental Support Programs for Students, How to Help Your Child Be Successful, ARIS support, How to Help Your Child Prepare for the NYSLAT, HS Articulation Process

Name of Provider: ESL Teacher (Tamika Wilson), Parent Coordinator (Greta Nathaniel). CFN 534 (Larry Buckman),

How parents will be notified of these activities: Phone Messenger, Flyers, Mail, Phone Calls

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		Per session for ESL and content teachers for after-school and Saturday program to support small group learning and test preparation
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		